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Annual Report

2011-2012

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July 18, 2012

On behalf of the Board of Trustees of the Lowell Community Charter Public School (LCCPS), it is a pleasure to present this 12th Annual Report, which provides information about the progress our school is making to educate our students to the highest levels and deliver an academic program of excellence. This year's report highlights the results of building on the successes of the prior year's initial changes and our ongoing efforts to address priority needs. The Board and Head of School worked through difficult challenges and emerged strong. We have continued our laser like focus on improving academic achievement in a safe and supportive environment where our diverse community serves as a rich asset.

We are proud of where we are today. We started this year with a favorite quote by Martin Luther King, Jr. "We are not where we want to be, we are not where we are going to be but for sure, we are not where we were." We have seen great changes in focus, in expectations for students, teachers, administration and the Board alike. We have seen growth in our academic achievement – reaching AYP in both Math and English for the first time in many years. In addition, we are proud of meeting three of four of our AMAO goals and seeing our students make progress on our MEPA tests this year. We are making progress with our ELL students, our SPED students and students who face many difficult obstacles to their success. We know that we have much more to accomplish, and we are eager to continue to grow our practice, to keep raising the bar and working to move our students further and further.

We are finishing this year with positive results academically, a lower turnover rate of teachers, and with a strong leadership team. Our results on the TELL Mass survey and the Parent survey indicate clearly that we are moving in the right direction academically, culturally and as a performance driven organization. We have become a school where parents feel welcomed, students feel like they are part of a family and our faculty collaborates to create a community committed to student growth. It is a joy to watch this transformation become a way of being as we realize that the work we are doing is changing the lives of children, empowering them through education and giving them a vision for the future.

As the school year drew to a close in 2010- 2011, the Board of Trustees realized that the vision of Renaissance School Services (RSS) and that of LCCPS Board of Trustees were diverging on important facets of school leadership, the role of the Board and others, and that a change needed to be made. Working with the Department of Elementary and Secondary Education, the decision was made to terminate the relationship with RSS. The Board recognized the accomplishments of the school during the year of RSS management in our first year of turnaround. At the start of school year 2011-2012 the LCCPS Board issued an RFP for an EMO/External Partner, interviewed several prospective organizations, and at a Special Board Meeting on January 31, 2012, voted to invite the Center for Collaborative Education, (CCE) under the leadership of Dan French, to advise and provide consultation on five major areas: Board development, coaching the Head of School, marketing,

academic program improvements and the creation of a five year strategic plan. The Board, CCE and Head of School have worked closely together this spring on these initiatives and have established a much clearer, respectful, and productive governance, leadership, and management infrastructure. We started the school year with full enrollment and with the ability to keep grades five and six, as approved by the Board of Secondary and Elementary Education in late spring, 2011. Many families felt that they needed to find another school due to the lack of grades seven and eight. Even so, our enrollment remained full and we even welcomed back a few children who had left but whose families missed the level of personal attention their children had received at LCCPS.

Reflected in the report are the key changes we made this past year in the Academic Program to bolster rigor and relevance and to address academic gaps. Our Achievement Specialist and faculty have worked diligently to align our curriculum and units to the Common Core. We continue to increase the time spent in reading, writing, phonics and oral language, adding time on phonics, using Foundations, and beginning to use the new thematic units based on Common Core standards in science, social studies, literacy and math.

The school also added a significant emphasis on math, using our new math curriculum, Envision, in all grades. We believe it will ameliorate gaps created by the structure of the prior math program. Our coaches, teachers and academic team continued the emphasis on data driven instruction, on supporting our student with Special Education needs, our work with ELL students and on the development of a new Response to Intervention approach.

Our Leadership Team and faculty spent many hours in professional development, learning how to improve our work, from understanding the culture of poverty (Ruby Payne), to understanding fluency and how to increase it (Tim Rasinski), to learning about phonemic awareness and tiered instruction (Sally Grimes). Our vision was expanded and our minds were challenged with new, clear information about learning. Staff participated in workshops on co-teaching, ELL strategies, and Response to Intervention. The Academic Leadership team maintained a focus on using data to inform our instruction, holding several team and whole staff meetings about data with teachers, as well as separately throughout the year. Consultants from CCE worked with the Head of School and Leadership to prepare for the new Educator Evaluation process, supported our curriculum work and involved the faculty and parents in the Strategic Planning Process. We commend our faculty who remain dedicated to high expectations, understanding the whole child and developing new strategies when needed to reach each child individually. The intense work of the whole team, Board, Leadership, Faculty, Support Staff, Parents and students has shown positive results for the whole school.

Sincerely,



Carol Keirstead, ED.D.
Chair, Board of Trustees
Lowell Community Charter Public School

Introductory Description of the School

The Lowell Community Charter Public School (LCCPS) is a Commonwealth Charter School, having received a charter from the Massachusetts Board of Elementary and Secondary Education in 2000. Since its founding the school has been located at 206 Jackson Street, Lowell in a building which once housed the Appleton Mills. As the neighborhood has improved in these twelve years there is a sense that the school has been part of turning around the neighborhood and contributing to the positive improvements. The school is committed to being a good neighbor and building a strong relationship with the community.

During the 2011-2012 school year, the school provided education to 653 students from the Greater Lowell area in grades Kindergarten through 6. The student enrollment represented twenty one nationalities and twenty two languages and dialects. More than 70% of the student body are students whose primary language is not English. Our school continues to serve a population that is 84% low income, as measured by free and reduced lunch, 48% LEP/ELL, and has a high percentage of students who are new immigrants (14%). There was a reduction in the total number of students this year to six hundred fifty three, from the prior school year enrollment of seven hundred ninety; which was one of the conditions for charter renewal for the charter period of 2010-2015. In 2012-2013 the reduction will continue settling at 610 students in grades K – 6.

The opening of school in August 2011 saw a reduction in staffing due to the reduction in enrollment and the removal of the management company, RSS. The Board and Leadership worked diligently to ensure that there were no disruptions to smooth functioning of the school. The Administrative Team was streamlined due to enrollment numbers, providing one Head of School and one Assistant Head of School. The initial energy from the first year of turning around the school with a focus on academic excellence was still present and affirmed by the progress we had seen on our MCAS and MEPA performances of spring 2011. The focus on data driven instruction, balancing project-based and active learning with skills acquisition, an enriched content curriculum and total commitment to a stronger literacy and math program was as strong as the year before. While we are still in transition, a common language, common expectations and increased clarity of our instructional goals was evident in the returning staff. The school began with one week of professional development that was focused on training in Foundations, our new phonics program; Envision Math; guided reading and creating strategies to improve our performance by students who are designated SPED. We offered training in literacy strategies for reading, writing and oral language which were reinforced throughout the year. Our curriculum work aligning our teaching to the Massachusetts Frameworks was shifted to begin incorporating the Common Core in all areas of the curriculum. Our thematic units, which comprise our Science and Social Studies programs, were aligned to the Common Core. We continued to focus on identifying those students, whose needs had not been met in past years, believing that the transformation of our school includes remediating students who are in the upper grades and below grade level, as well as building from the early years up.

In many ways, our task is to build on the early vision of our founders, continuing to create a safe haven for our diverse, immigrant population and yet, at the same time, raising the expectations for administration, faculty, students and parents. We are creating a rigorous, demanding educational program, while providing supports and opportunities for students who are new to our country and culture. As we are building leaders and creating a sense of community, we are reaching out to help our families. While working with parents and children to understand their new culture, and building a strong community, we steadfastly believe that education will improve their options and choices for their future. Finally, we continue to be a large school that is totally focused on the individual needs and achievement of our students. Our support services are critically important as we help our students

to persevere in their quest to learn English, achieve proficiency and succeed at school. We remain committed to helping our students who are homeless, dealing with chronic illness or difficult family situations to overcome their obstacles and achieve at the highest levels.

We believe every child should have the option to go to college and we are offering our students an education that will prepare them for that, with opportunities for higher critical thinking, the acquisition of basic skills and strong language skills in English to ensure their ability to succeed in college and the workplace.

Lowell Community Charter Public School Mission Statement

The purpose of the Lowell Community Charter Public School is to prepare a diverse cross section of Lowell children for success as students, citizens, and workers by providing them with a comprehensive curriculum, in a supportive, challenging, multicultural learning environment. The school's highest priority is the promotion of academic achievement for all students in each of the areas addressed by the Massachusetts Curriculum Frameworks including: English, Reading and Language Arts, Writing, Mathematics, Science, Health and Fitness, World Languages, Art, Music as well as Character and Ethics. The Lowell Community Charter Public School will place special emphasis on the contributions that immigrants have made to American life and to Lowell's development over the years and on the culture, language, and history of the Southeast Asian and Latino peoples who comprise a substantial portion of Lowell's present-day population.

The school will actively promote the joy of discovery and creativity in the learning process, and will integrate the use of technology into aspects of instruction. The opportunity for learning will be enhanced through a longer school day and an extended year. Student achievement will be demonstrated in measurable terms to parents, students, and the community at large.

Performance Relative to the Accountability Plan and Common School Performance Criteria

Lowell Community Charter Public School began the 2011-2012 school year with a clear focus and commitment to continue our work to improve academic achievement throughout the school. Knowing that transformation takes years, we continued our plan for improvement from the year before. Our program focused on six major tenets: effective school leadership, aligned curriculum, effective instruction, improved school culture, professional development and increased student assessment and data analysis to drive classroom instruction. As the year progressed LCCPS has stayed true to the overall plan and is pleased with the steady progress made by students, faculty and administration.

This section of the Annual Report outlines progress in meeting the goals of the School's approved Accountability Plan 2011-2015 and in relation to the areas of faithfulness to Charter, academic program and organizational viability as identified in the Massachusetts Charter School Common School Performance Criteria.

Faithfulness to Charter: Accountability Plan Goals and Measures

Faithfulness to Charter

Goal 1: LCCPS will emphasize the culture, language and history of the Southeast Asian, Latino, and African peoples in its academic program.

Measurement of Success:

Measure 1: In response to the question, “LCCPS offers its students significant opportunities to learn about the Southeast Asian, Latino and African cultures,” parents will respond 3.0 or higher (1-4 scale) on the parent survey. The survey is sent out in Spanish, Khmer and English and was available on line. A minimum of 100 families will turn in the survey.

LCCPS has successfully met this measure.

Affirmative Evidence: In our annual survey done by parents, the response to the item, “ LCCPS offers its students significant opportunities to learn about the Southeast Asian, Latino and African cultures,” parent responses indicated that a total of 88% of parents agree or strongly agree that they are satisfied with this measure. In response to the statement, LCCPS offers its students opportunities to learn about the cultures of Southeast Asia, Latino and African cultures, 95% agreed or strongly agreed. It is clear that the vast majority of parents surveyed responded with the 3.0 or higher on the scale. In addition, in parent focus groups, it was reported that parents appreciated the cultural celebrations; enjoyed the performances and were happy with what the school is doing. They did express concern about World Language being removed, but they seemed to understand the financial implications. Over 175 people responded to the survey.

Measure 2: The school will provide at least one activity during the school year that places a specific emphasis on Southeast Asian, Latino, and African peoples, for a minimum total of three such activities in the aggregate.

LCCPS has successfully met this measure.

Affirmative Evidence: During the school year 2011-2012, the school provided the following activities for students, families and the community. Our diversity committee develops a plan which includes educational activities for each grade level, as well as the community celebration. Each celebration includes bringing in representatives of that culture to share their story and pride in their heritage.

- A celebration of Hispanic Month, with two assemblies and an international potluck attended by over 400 people celebrating together with a choral presentation of Spanish music.
- A celebration of African American History that included exhibits of “ history mystery” about the underground railroad, famous heroes of the civil rights movement and stories of freedom fighters.
- A celebration of Khmer New Year with a moving presentation of the stories of Cambodian refugees who are part of our community. In addition, our students presented Shadow Puppet Theater for each other in the Asian tradition. We also celebrated with the Cambodian Mutual Assistant Association (CMAA) at the Lowell City Hall flag raising.
- A celebration of Africa, including a musical presentation from Thula Sizwe, a singing group from South Africa, performances by students and a presentation from a local resident who recently immigrated to Lowell from Nigeria.

Common School Performance Criteria/Faithfulness to Charter

Implementation of Mission, Vision, and Educational Philosophy

Transforming LCCPS requires a commitment by the Board, Leadership and faculty to the very philosophy and structures we put in place in 2010. We are refining, deepening and continuing to implement the approach we began as we find new ways to improve, continue and accelerate growth.

- In addition to the required 120 minutes of ELA and 6 periods of math a week, 30 minutes of Foundations was added for grades K- 2; additional periods of math practice were added as well.
- At least one planning period per day for teaching faculty. The common weekly planning time was increased from one period to two periods per week and was broadened to include the grade level SPED teachers and the ESL teachers for that grade; paraprofessionals were also included in more training.
- The use of a diagnostic benchmarking system (NWEA MAP) three times a year was continued.
- The first steps of introducing a Response to Intervention program were laid with the introduction of a Title One teacher for grades K- 3 and a Title One teacher for grade 4- 6.
- More than seventy-five students, mainly ELL and students with special needs were provided with afterschool tutoring for MCAS preparation, in addition to Saturday Boot Camp opportunities which served over one hundred students.
- At the same time, the school was faithful to the social, emotional and physical needs of our students, through our use of Responsive Classroom, assemblies, increased attention to health needs and collaboration with our nurses and school counselors.
- The addition of increased support in ELL and SPED, and the development of a more balanced use of inclusion and pull out for services was put in place to enhance our work with those two sub groups.
- A commitment to a strong professional development program addressing academics, culture, language and strategies for differentiation of instruction was a significant part of the plan for the year.
- The use of cultural celebrations, the addition of a World Cultures class and the active Diversity Committee enhanced the school's effectiveness at building understanding of cultures and diversity, as well as broader understanding of the diversity of the school.
- The development of faculty committees for new initiatives such as: Student Council, Community Service, Recycling and Diversity helped to build new venues for student and faculty leadership.
- Student engagement and involvement in creative, hands on learning supported our school's commitment to encourage a joy of learning, creativity and discovery. The addition of MIMIOs and projectors (smartboards) in every classroom enhanced our progress to integrate technology into the curriculum every day. All teachers received training in these techniques.

Implementation of the governance/leadership structure

The Board of LCCPS maintained strong communication with the Department of Elementary and Secondary Education throughout the termination of RSS and the process of bringing on a new partner. The Board worked collaboratively to analyze the needs of the school by bringing in an external company, Cambridge Education Services, (CES) LLC to perform a needs assessment. The Board also asked the leadership to present a needs assessment to the Board. In addition, Trustees held an interview meeting with each member of the leadership team to gather information to inform their decision making. This data-driven process led to the Board's commitment to ensuring a stable leadership team, developing a clearer picture of the needs of the school and a creating a rigorous process for seeking selecting an external partner.

The Board and the Head of School maintained strong communication following the removal of RSS and transition to the new structure of working with an external advisory partner. Together they worked to provide adequate information to constituents, keeping everyone informed and assuring that the focus of the school remained on the education program. The Board Committees – Finance, Governance, Development and Academic Achievement met regularly with the Head of School and the leadership team. The team from CCE worked with the Head of School and the Board of Trustees to develop common understandings of the new management structure.

Contractual Relationship

LCCPS had a successful year academically in 2010- 2011, operating smoothly, making progress on MCAS and MEPA. However, as the new board transitioned into leadership in 2011-2012, there were areas where the Trustees and RSS came to realize that their view of the relationship between Board of Trustees and RSS were different and that the differences were significant. The challenges of the relationship became more evident and the Board reached the decision to terminate the contract with RSS. The Board worked with the Charter School office and received approval in October 2011 to terminate the relationship with RSS and seek a new EMO. In June 2012, the school was given approval for LCCPS to move ahead, contracting with CCE as an external partner in a consulting role to the school. The Chair of the Board is the main contact for CCE, although as outlined in the work plan, the Head of School, the Chair of the Strategic Planning Committee, the Leadership team and the Treasurer may also communicate directly to the members of the CCE team. Quarterly reports are expected from CCE to the Board, regular CCE presence at Board meetings builds good communication, and the scope of work is clearly delineated in the work plan.

Academic Program Success

Goal 1: Students at LCCPS will be proficient readers and writers of the English Language.

LCCPS continues to use the Scott Foresman Reading Street series as its core standards-based skill work while expanding beyond the basal to support all learners and deepen understanding. This year the school has put emphasis on small group and differentiated instruction using the guided reading model, explicit phonics instruction for the lower grades and remediation of reading skills and fluency in the upper grades. To augment the reading program, kindergarten through third grade teachers have utilized guided reading groups while fourth through sixth grade teachers have worked on literature circles/book clubs. Additionally, Wilson Foundations was implemented in kindergarten through second grade as our new core phonics program. Foundations and Just Words were also used as an intervention and remediation program. Third grade will be implementing the program during the 2012-13 school year. Teachers have utilized the writing process to build upon writing skills and develop process pieces in conjunction with Empowering Writers and six traits writing mini-lessons.

MCAS preparation has also been ongoing throughout the school year and the school has used MCAS results to drive instruction. Answering Open Response questions and the use of reading and test taking strategies has been emphasized with a consistent approach to test preparation. Additionally students in grades three through six have participated in four MCAS practice tests exposing the students to the language, style of questions and rigors of the exam. Testing replicates official MCAS testing with accommodations in place and the school in testing mode. Through the use of Test Wiz, data is quickly available to teachers including item analyses, strand performance and individual student reports. Professional development time was devoted to looking at these results as well as strategizing next steps. A consistent approach to open response and Long Composition was created through the use of the graphic organizers introduced last year – READ; TIME and the Hand. Teachers examined raw

scores and the points needed to advance each student one performance level. Goals were set for each student for MCAS and MAP. Item analyses were used to create classroom action plans. MCAS vocabulary was studied and broken down by grade level in order to guide literacy and mathematics instruction.

Measurement of Success:

Measure 1: LCCPS will make Adequate Yearly Progress (AYP) each year in the aggregate and for all statistically significant subgroups for English Language Arts (ELA), or the median student growth percentile, (SGP) in ELA will exceed 40.

LCCPS has successfully met this measure.

Affirmative Evidence: In 2011, our SGP in ELA exceeded our goal with a median student growth percentile of 49.

LCCPS MCAS 2011 Aggregate SGP Results	
ELA SGP	MATH SGP
49	64

The school made AYP in the aggregate for the first time since 2007. Additionally, half of our subgroups met their target including Limited English Proficient, Low Income, and Asian. All of our subgroups had a median SGP of about 40 except for our Special Education group with a SGP of 38 in ELA.

LCCPS MCAS 2011 ENGLISH LANGUAGE ARTS							
Student Group	2011 CPI	2010 CPI (Baseline)	Gain Target	On Target Range	Points from 2010	Met Target	SGP
Aggregate	72.1	69.0	7.8	74.3-79.3	3.1	Yes/SH	49
Lim. English Prof.	63.2	58.4	10.4	66.3-71.3	4.8	Yes/SH	46
Special Education	40.3	51.4	12.2	59.1- 68.1	-11.1	No	38
Low Income	69.9	66.6	8.4	72.5- 77.5	3.3	Yes/SH	49
Afr. Amer./Black	74.6	74.0	6.5	76.0- 85.0	0.6	No	47.5
Asian or Pacif. Isl.	78.4	71.0	7.3	73.8- 82.8	7.4	Yes	62
Hispanic	64.8	63.3	9.2	70.0- 75.0	1.5	No	45.5
White	80.7	-	-	-	-	-	48

Measure 2: On NWEA’s MAP, grades 3-6 in the aggregate will make one year’s growth in ELA. Students will be tested at the beginning, in the middle and at the end of each academic year for this measure.

Measurement of Success:

This is the school’s second year of MAP administration using computer-based testing which brings with it new learning experiences and protocols. We have focused on ways to use this data to drive instruction as well as to monitor growth and progress. Teachers have received data reports on their students’ progress towards the end of year norm targets and have used this data to help inform individual student plans and set goals for each student. Given the inability to do an item analysis within the NWEA MAP system, the school is exploring the option of moving to a set of standards-based benchmark assessments.

LCCPS has successfully met this measure.

Affirmative Evidence: LCCPS successfully administered the NWEA MAP in ELA to all students in grades three through six three times this year (fall, winter, spring). NWEA has completed a RIT Scale Norms Study correlating grade level RIT scores to normed targets at the beginning and end of each year. Student level and aggregate growth data is calculated using the normed mean RIT growth. LCCPS 3rd – 6th graders in the aggregate made more than one year’s growth in ELA as shown in the data table below. Specific grade level data in grades K-6 is also given.

ELA MAP PERFORMANCE 2011-2012	
Grades 3-6	
NWEA Normed Growth (Mean RIT)	LCCPS Growth (Mean RIT)
6.375	7

English Language Arts					
GRADE	RIT			Normal Growth	
	Fall '11	Spring '12	Growth	(Target)	Diff.
K	142	159	17	15.2	1.8
1st	161	177	16	16.6	-0.6
2nd	176	190	14	13.7	0.3
3rd	189	200	11	9.3	1.7
4th	203	208	5	6.9	-1.9
5th	204	211	7	5.2	1.8
6th	210	215	5	4.1	0.9
3rd - 6th	201.5	208.5	7	6.375	0.625

Goal 2: Students at LCCPS will be proficient in mathematics.

The Academic Leadership team led a mathematics curriculum review under the direction of the Achievement Specialist in order to investigate the need for a new core mathematics program. The committee found the need to replace the Everyday Math with Pearson Envision. During the 2011-12 school year, there was full implementation K-6 of the new Common Core Envision program including additional technological components such as interactive whiteboards and projectors in every classroom. MCAS preparation has been ongoing in the area of math. MCAS math vocabulary,

problem solving strategies and open response questions are areas that have been emphasized. Grades three through six have participated in four practice math MCAS assessments providing teachers with valuable real time data to help guide classroom instruction.

Measurement of Success:

Measure 1: LCCPS will make Adequate Yearly Progress (AYP) each year in the aggregate and for all statistically significant subgroups on the Math MCAS, or the median student growth percentile in math will exceed 40.

LCCPS has successfully met this measure.

Affirmative Evidence: In 2010, our SGP in Math exceeded our goal with a median student growth percentile at 64.

LCCPS MCAS 2011 Aggregate SGP Results	
<i>ELA SGP</i>	<i>MATH SGP</i>
49	64

The school made AYP in the aggregate for the first time since 2007. Additionally, all of our subgroups met their target except for our Special Education subgroup. All of our subgroups had a SGP of 50 or higher. The school reviewed all IEP's, academic performance and needs of over one hundred students in 2010-2011. Many students received IEP's in March of 2011 and were tested as SPED students, but had not received services in 2010-2011. It is our expectation that following a full year of receiving services, we will see improvements in this group.

LCCPS MCAS 2011 MATHEMATICS							
Student Group	2011 CPI	2010 CPI (Baseline)	Gain Target	On Target Range	Points from 2010	Met Target	SGP
Aggregate	72.7	62.7	9.3	69.5-74.5	10	Yes	64
Lim. English Prof.	67.5	51.8	12.1	61.4-66.4	15.7	Yes	50
Special Education	44.0	38.2	15.5	49.2-58.2	5.8	No	55
Low Income	70.7	60.2	10.0	67.7-72.7	10.5	Yes	61.5
Afr. Amer./Black	74.6	62.5	9.4	67.4-76.4	12.1	Yes	69
Asian or Pacif. Isl.	76.7	63.8	9.1	68.4-77.4	12.9	Yes	64
Hispanic	66.9	58.9	10.3	66.7-71.7	8	Yes	59.5
White	82.4						63

Goal 3: The school will offer meaningful professional development to the faculty.

LCCPS offers a robust professional development program to all teachers including bi-monthly curriculum meetings, monthly data meetings, bi-monthly team meetings and professional development days. A sample of the Professional Development activities offered includes:

- Responsive Classroom
- Data Team/Data Analysis
- Phonemic Awareness by Sally Grimes
- Fundamentals of Reading by Sally Grimes
- Fluency and Vocabulary by Timothy Rasinski
- ELL Learners and Academic Language by Ken Pransky
- ELL Category Trainings
- Meeting the Needs of SPED Students by Rick Lavoie
- Working with Urban Learners by Ruby Payne
- Common Core Curriculum Development

We continued to train new teachers on Responsive Classroom, our behavior program, data analysis and use of literature to enhance the Scott Foresman program. In the MASS Tell survey, our teachers indicated high satisfaction with and high impact from our professional development program. One hundred percent of the teachers taking the survey believe that our professional development program enhances teacher's ability to implement strategies for diverse students learning needs. We were proud to see how clearly our professional development has impacted our teaching and learning. Ninety-seven percent of our teachers felt that there is an appropriate amount of time and resources available for our professional development program far above the state average.

Measurement of Success:

Measure 1: Each spring, the administration will survey the returning faculty for input on the professional development they believe is needed for the coming year.

LCCPS has successfully met this measure.

Affirmative Evidence: The school conducted the MASS-TELL survey which included valuable information regarding the professional development offered during the 2011-12 school year. Administration is working with that data in order to drive the development of the professional development plan for the upcoming year. In addition, a survey was given to teachers as part of the Strategic Planning process. A handful of questions pertained to professional development, teacher expertise, and teacher training. The Achievement Specialist also led a discussion regarding professional development needs especially in the area of writing during curriculum meetings. A formal email was also sent out to staff eliciting feedback and suggestions for the coming year.

Measure 2: The school will develop a professional development plan each year that addresses issues raised by teachers, as well as by administrative assessment needs. One hundred percent of teachers will take part in professional development opportunities during the year.

LCCPS has successfully met this measure.

Affirmative Evidence: One hundred percent of our teachers attended professional development opportunities throughout the year. We offered on site, off site and continuing education opportunities. Many teachers attended category trainings, continued to work on higher degrees, participated in a

mentoring program, or joined our PLC Book Discussion, led by the Assistant Head of School. Differentiating instruction for ELL, SPED and struggling learners as well as above average learners was the key focus of the year, in addition to learning the new programs we were implementing. Teachers returned before school started for one week of intensive professional development. Professional development was also provided monthly for a half a day, as well as during regular staff meetings, early release sessions and Category trainings. All teachers were trained in the use of MIMIO's and integration of technology into the curriculum. A description of the professional development offered to our faculty is attached. (See Attachment C)

Goal 4: The school will redesign its student behavior and discipline system.

Measurement of Success:

Measure 1: By December 1, 2010, the school will have developed a new code of conduct and discipline plan that includes incentives for positive behavior and consistent consequences for negative behavior. Information sessions on the code of conduct will be held for parents in their language. Faculty, staff, and administration will be trained in effective implementation of the code of conduct. Student awards for positive behavior will be acknowledged by the school community.

LCCPS successfully met this measure in school year 2010-2011.

Affirmative Evidence: LCCPS continues to share information and discussions of the Code of Conduct in the Handbook at Parent Advisory meetings and in assemblies with students. Faculty, staff and administration are trained in de-escalation techniques, in using the common language of Responsive Classroom and in procedures designed to keep the school orderly. Our discipline code is consistently enforced and implemented. We were pleased to see the survey results in the TELL MASS initiative which indicated that over 90% of our teachers believe they are supported in discipline matters and that the students understand expectations for their conduct. Weekly assemblies provide opportunities for citizenship awards, recognition of leadership and time to discuss any problems or issues in each grade that must be dealt with. There are also classroom awards, golden tickets and other privilege to encourage a high level of behavior and leadership. Our Sports awards recognize positive behavior in students as well as academic success. This year we introduced an informal mentoring program for students who consistently showed difficulty following our expectations.

Measure 2:

By the end of the school year 2011-12, and for subsequent years until stable baseline is reached, the school will see reductions on various metrics in the rate or number of reportable incidents over the prior school year.

LCCPS has successfully met this measure.

Affirmative Evidence: LCCPS has tracked discipline for two years and has seen a decrease in four major metrics. In -school and out- of -school suspensions, detentions and restraints have been significantly reduced. A small number of students are still adjusting to the high expectations and have needed consequences resulting in a small rise in referrals and out of school suspensions, but even in the case of students being out of school suspended, we are encouraged. Nearly one third of students receiving an out of school suspension had no further out of school suspension issues following their incident.

Due to the continued implementation of our tighter Discipline Code of Conduct in the 2011-2012 school year, our overall school discipline has shown great improvement. This improvement is due to

the commitment and consistency our teachers have shown throughout the year using the Responsive Classroom Behavior Management approach day in and day out. Teachers have also followed through with all paperwork required for any chronic or major discipline issue. Our parent involvement with any required meetings for their children(s) involvement in any discipline issue that needed parent involvement was at the highest we have ever had. All of this teamwork showed our students that all staff and parents were working together to make certain that our behavior and personal conduct are at the highest levels possible.

At LCCPS, we strongly believe in teaching children to make good choices. We see our discipline policies as a way to help educate our students in self-control, conflict resolution and personal power. It is necessary to emphasize the importance of students following school rules, and for parents to support the school in maintaining these expectations to have the best possible environment for learning. When students do violate school rules, we believe that discipline should be administered in a progressive and fair manner. In some instances, teachers and administrators may have to issue consequences or create individualized interventions as a result of these violations. After reviewing and comparing all of the data from the 2010-11 school year to the 2011-12 school year, it shows that we dealt with significantly fewer Discipline Office Referrals in the 2011-2012 school year. This reduction is due to the consistency of our staff following every step in the Discipline Code of Conduct. All teachers followed: re-direct student and de-escalate the situation, mandatory conference with teacher or adult, verbal warnings, Child Study Team referral, informal mentoring, student consultation, in-class interventions, call to parent/guardian, referral to administration, community service, separation from the group or other loss of privileges, loss of recess, timeout, and behavior plan.

Another key component in the improvement of our overall behavior was our strict eligibility policy for our Athletic Program. A student will be eligible initially to participate on a club or team if he or she passes all core subjects with a “C” average, maintains 90% daily in-class attendance, and demonstrates good school citizenship in the marking period preceding the initial eligibility determination. A student who meets these initial eligibility criteria will be permitted to participate on the club or team without restrictions until the next report card is issued, at which time eligibility will be determined again. The data also shows a significant reduction in the number of physical restraints that had to take place in the 2011-12 school year. We had a total of four physical restraints for the 2011-12 school year. This number was 21 in the 2010-11 school year.

	2010-2011	2011-2012
Discipline referrals	526	609
Out of School Suspensions	76	57* 49*
In School Suspensions	127	57
Detention	34	12
Restraints	21	4

*(includes students that withdrew during the year)

** (does not include students that withdrew during the year)

Goal 5: The school will complete its curriculum mapping process.

Measurement of Success:

Measure 1: The school will have working curriculum maps with a uniform format and mapping approach in ELA and Math by August, 2010.

LCCPS successfully met this measure in 2010.

Affirmative Evidence: Curriculum maps for reading and math were aligned to the MA Frameworks by August 2010 and used for teaching in 2010-2011. The school continues its current curriculum work and is in the process of mapping to the new Common Core standards. The school has a current curriculum committee that meets monthly and the process is driven by the Achievement Specialist.

Measure 2: The School will have working curriculum maps with a uniform format and mapping approach in Science by August 31, 2011 and in Social Studies by August 31, 2012.

LCCPS has successfully met this measure.

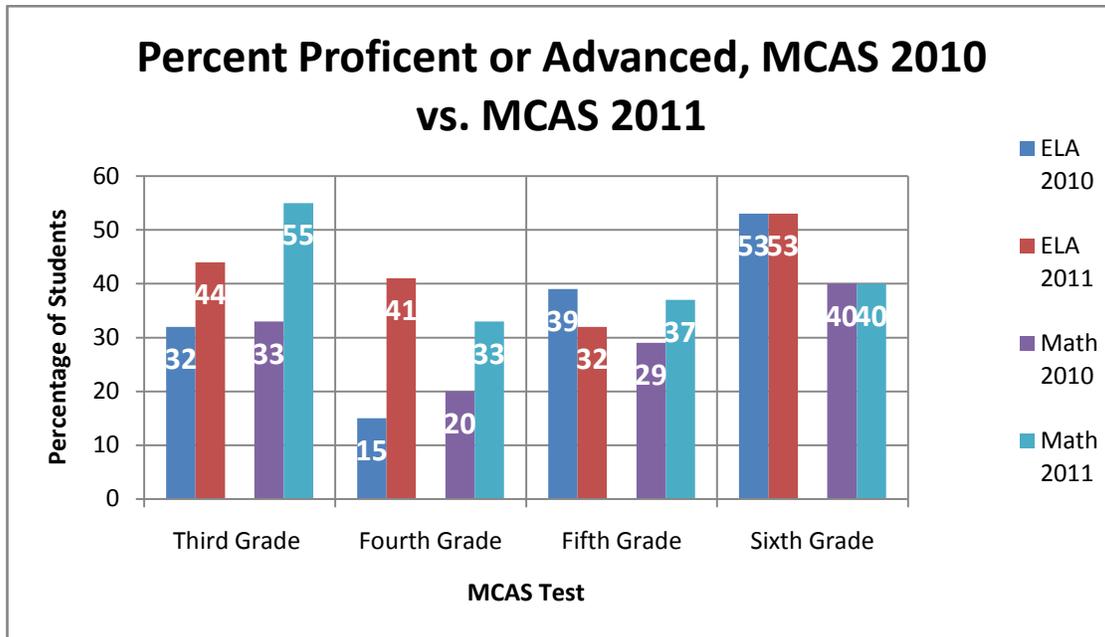
Affirmative Evidence: LCCPS has revamped its social studies and science alignment maps to include many of the Common Core exemplary maps. Students in kindergarten through third grade have six yearly themes that encompass both the social studies and science standards (MA Frameworks). The units have been aligned to include all of the necessary grade level standards. Fourth through sixth grade have separate science and social studies units. These are under revision in order to better align them with the Common Core standards for literacy. However, the standard alignment and mapping of themes and content is completed for all grades in both social studies and science.

Common School Performance Criteria/Academic Program Success

Massachusetts Comprehensive Assessment System

LCCPS made progress towards demonstrating proficiency on the MCAS, as noted above. Adequate Yearly Progress and SGP growth is noted above. LCCPS is currently identified as restructuring for accountability purposes.

The school made AYP in the aggregate in both English Language Arts and mathematics for the first time since 2007. Historically, third and fourth grade struggled with MCAS, partly due to the high number of ELL students as well as the writing demands. There was great emphasis placed on the performance of our third and fourth graders especially in the area of open response. As shown below, both grade levels made significant progress in the percentage of students scoring proficient with fourth grade more than doubling their performance. Results still remained highest in sixth grade as we find our students' performance strengthens with the additional time with the English language. The fifth and sixth grade cohorts made substantial progress when comparing the fifth grade 2010 ELA percent proficient of 39% to that of 53% when the cohort was in sixth grade. This is quite significant given that over half of our population is ELL. We also observed that the SGP from 2010 -2011 for ELA in grades Five (51) and Six (60) indicate that although the proficiency numbers do not increase year to year, the students grew a considerable amount. This is part of identifying the students who have gaps and need to improve in the upper grades. In Math the SGP indicated the same grade Five (73), grade Six (59).



Other Achievement, Improvement or Assessment Measures

MAP data is used as benchmark testing and is detailed above in this report. In addition, teachers utilized Rigby and DIBELS data to drive instruction at the student level. The school administrators DIBELS to all K-6 students three times a year. Teachers receive benchmark results and growth reports by class and subtest for each administration. Teachers also used Scott Foresman Unit Tests, Envision Topic Tests, practice MCAS tests, Foundations Unit Tests, and writing benchmarks to gather data on student progress.

MEPA Testing Data, 2011-2012

During the 2011-2012 school year, we experienced improved growth in our English Language Learner population as reported by the Massachusetts English Proficiency Assessment (MEPA) that was given in March 2012. While the 2010-2011 school year only garnered small gains, the 2011-2012 school showed more significant progress across the grades.

Grade Span	2011 Percent of ELL Students Showing Progress	2012 Percent of ELL Students Showing Progress
All Grades	47%	62%
K-2	56%	70%
3-4	28%	54%
5-6	18%	54%

In addition to the school-wide progress we saw great improvement in individual students, several of whom moved from Level 1 ELL to a Level 3 or 4 in just one year. We attribute much of the success of the program to the following strategies: Addition of one additional ELL teacher in October, after reviewing 2011 data on both MEPA and MCAS; Addition of the Foundations program to the early grades and the Just Words program for our 3-6 grade students on an as needed basis; beginning the

process of including the students into the general education atmosphere with support from an ELL teacher as needed.

We have continued to view each student on an individual basis and taking into account the differentiating abilities between each child and making sure that the child is getting what they need in terms of their English language development.

Curriculum

The Lowell Community Charter Public School is building a curriculum designed to develop active learners, intellectual curiosity, critical thinking, engagement in learning and strong math and language skills. The task this year, to continue to assess and remediate the gaps in our students' prior experience, was a key challenge. The school is committed to supporting students at every level of learning, spanning the range of abilities that we serve. Learning to differentiate the instruction to challenge our advanced learners, while scaffolding instruction for our ELL, SPED and struggling learners is an important part of our task.

The Lowell Community Charter Public School implemented curriculum aligned to the MA Standards during the 2011-12 school year. The Pearson Reading Street basal was used as the reading core program. The full alignment and pacing to the MA Frameworks was implemented during the 2011-12 school year. The writing program, once again aligned to the MA Frameworks, was a combination of Empowering Writers mini-lessons and process pieces utilizing the writing process. In addition, LCCPS implemented Wilson Foundations for the first time in kindergarten through second grade for a systematic school wide approach to phonics instruction and remediation. Pearson Envision was implemented as the new mathematics program, aligned to the new Common Core standards. A pacing guide and standards alignment, bridging the old MA Standards and the new Common Core was utilized in the testing grades.

The curriculum committee worked on a variety of key priorities for the year in order to continue to refine our maps including the alignment of the reading curriculum to the Common Core, the construction of new mathematics maps given our new mathematics program, and the development of thematic unit maps. The Curriculum Committee was also key to the development of additional curriculum metrics including writing rubrics for K-6, anchor writing benchmarks, and reading essential questions and enduring understandings. The committee worked with an Understanding by Design (UBD) consultant who is a part of Jay McTighe's consortium through ASCD (Association of Schools and Curriculum Design.) This work is continuing over the summer, with the creation of Common Core aligned literacy units that incorporate science and social studies. These will be fully implemented in the 2012-13 school year and refined throughout the year.

The education program at the school consists of core academic subjects as well as specials as follows: computer, media, world cultures, physical education, music and art. All of the specials have a curriculum which is developed to meet the MA Frameworks and/or Common Core. Our specials teachers all work to include the literacy and math skills needed by our students. They also support the development of thinking skills, oral language and leadership. Our entire curriculum is infused with culturally relevant, multi-cultural aspects throughout the year.

Effective Instruction

We started the school year with a stated expectation that we needed to work on language with our students. Increased inclusion in the mainstream classroom for ELL and students with special needs;

better communication between teachers about plans that addressed each child’s needs and a continued focus on specific test taking strategies were all high priorities.

In addition, we maintained an explicit expectation of high levels of planning, clear objectives and differentiated instruction. We continue to grapple with the balance of skills work and more work in cooperative groups and projects. It is clear to us that our students need a strong emphasis on mastering basic skills. We also maintained our ALPS program for advanced learners. Key strategies for instruction remain consistent with last year’s priorities.

Literacy instruction with an emphasis on independent reading and infusion of authentic literature.	Literature circles, guided reading, leveled libraries and a contest to read 2011 books before MCAS all increased the reading of our students.
Literacy instruction with an emphasis on vocabulary and phonics.	Strategic work for upper grade students with no phonics skills and a focus on vocabulary in every grade was implemented.
Additional support for students who are both ELL and SPED.	The school hired 1.5 additional ELL teachers and placed 1 SPED teacher at each grade level. We increased our Paraprofessional staff by two.
Each teacher being seen as not just teaching General Education but all teachers responsible special education and ELL.	Constant conversation and expectations that teachers are aware of the needs of each of their students is an integral part of our functioning.
Consistent use of graphic organizers for comprehension, open response, long comp and math problem solving; a focus on organizational skills that over arches the instructional program.	Teachers maintained this focus and also used planners and homework folders to help our students organize their work, thinking and practice.
An explicit expectation of 100% engagement in the learning activities by students. We look for a balance of direct instruction and basic skills acquisition with hands-on, project based teaching. Offering differentiated instruction is key to our program.	We are scaffolding for our English Language Learners and other students who struggle while we provide higher order, critical thinking instruction and opportunities for inventive, creative and analytical tasks to all students. Knowing weaknesses and targeting skills for mastery is essential.

Meeting the Needs of Diverse Learners

LCCPS focused attention on significant initiatives to continue our progress with ELL students, Students with Special Needs and struggling students.

1. LCCPS provided planning time for SPED teachers, ELL teachers to meet with the classroom teachers of their students each week.
2. The Director of Student Support Services worked closely with the Academic Achievement Specialist to determine placement of students, materials and staff for support. The creation of a system to look at each student following the MAP testing, DIBELS testing and MCAS testing was extremely beneficial. Students received significant support in phonics if they were seen as severely lacking in phonics and reading skills, regardless of whether they were ELL or students with special needs.

3. The development of a school culture and program where every student participates fully in classroom expectations with added support and every teacher sees themselves as responsible for all students in their class.
4. The provision of one to one supports for students with special needs, as possible, helped us to support students with more complex needs in class here at LCCPS.
5. A strong process using Child Study Team (CST) to identify needs, support teachers and get assistance to students as soon as possible. The development of a tiered support program is underway.
6. LCCPS is committed to providing services and remediation to all students who are not reaching proficiency. LCCPS evaluated 69 students for special needs, in initial or re-evaluation meetings and found 74% eligible for special education or 504 services. In total, 125 IEP meetings were held.

Professional and School Climate

LCCPS uses curriculum meetings, observations and feedback from the Academic Leadership Team, professional development and staff meetings to develop a common understanding of expectations. Preparation and planning are critical to LCCPS, lesson plans were reviewed during observation process. Formal evaluations of teachers used a rubric adapted from Kim Marshall. The process includes:

1. self assessment and goals setting using smart goals
2. observations and check in mid-year, it also included looking at data of MCAS, MAP and MEPA
3. evaluation used to determine who would be invited to return with three teachers replaced mid year

During observations, supervisors looked for evidence that people were using the strategies that were presented as part of professional development and follow up was provided in team meetings and curriculum meetings. Improvement in ELL and students with special needs on practice tests indicated some progress in these areas. Classes performed fluency exercises where the improvement in performance was noted and documented. Evidence included student performances reading publicly.

Our schedule provides for a double planning block once a week for each grade level. In addition, our support services schedule allows for each SPED teacher, ELL teacher and grade level teacher to collaborate on the students they serve together. Weekly staff meetings allow for collaboration and sharing of ideas as well. Specials teachers meet together regularly. Team leaders had team meetings as needed. Our creation of a handbook, Best Practices of LCCPS, is helping us create common understandings and expectations around teaching practices, teaching environment and acceptable interactions.

As part of our transformation, LCCPS has explicitly set as a goal the development of open, honest communication around issues. We recognize that the traumatic changes in 2009-10 and the threat of losing the charter impacted morale and trust in the staff. There has been a concerted effort to increase transparency, respect for every teacher and clarity of vision, creating a sense of shared mission, team and shared affirmation of the efforts to improve. As seen in the TELL MASS data, LCCPS scored very well in this area. We know that we have improvements to make but felt that the response to questions concerning leadership, administration, professional development and shared mission were promising and showed evidence of effectiveness. We believe that even as our transition continues we

are making strides to create a stable, positive climate which will help us to retain excellent teachers, and ensure a positive, productive learning environment.

Assessment and Instructional Decision-Making/ Use of Data

As stated above, weekly team meetings, staff meetings and professional development times are used to analyze data, set student goals and target areas of instruction.

Program Evaluation

LCCPS is building a system of program evaluation that draws information from a variety of sources. Our students’ success on MCAS, performance on our internal measures, MEPA and next year WIDA, as well as understanding the preparation needed for the schools they will attend upon leaving us are all factors in our choices. We are following the cycle as planned to build and review our curriculum. We are moving forward with using the Atlas Rubicon software to store our units, track our alignment and review our program. Currently, we expect to review our programs following this schedule:

2009 – 2010	Review of reading program: Decision to keep Scott Foresman, but add authentic literature. Decision to add phonics materials and writing programs throughout the school.
2010-2011	Review of math program: Decision to switch to Envision Math, which is aligned to the Common Core. Envision Math Program in place for 2011-2012; Decision to add Foundations (Wilson phonics program).
2011-2012	Review science/social studies: Decision to build thematic units, align with the Common Core- acquire non Fiction materials and artifacts. Build World Culture course, review in 2012-2013; Align Science and Social Studies program to the Common Core, literacy strands and MA frameworks; Review of writing program.
2012-2013	Review of reading program – levels, set benchmarks: Review Foundations results in reading (grades K-3). Review Specials alignment to Common Core

The curriculum is reviewed by teams of teachers and administrators and includes participation by Trustees, outside consultants and the Head of School. The Head of School will bring recommendations to the Board of Trustees, through the Academic Achievement committee for approval.

Organizational Viability

Goal 1: The school will be fiscally solvent and sound.

Measurement of Success

Measure 1: The school will maintain positive net assets.

LCCPS has successfully met this measure.

Affirmative Evidence: The unaudited balance sheets for 2011-2012 show positive net assets, with no debt for the school. We are expecting a full enrollment for next year. Although we faced a revenue reduction of \$300,000, through careful fiscal management of expenses and cash on hand, we ended the year with no debt and total cash on hand of \$2,087,096.

Measure 2: The school will be fully enrolled at the beginning of each year, with 790 students in the 2010-11 year and 610 students in the 2011-12 year, and will maintain a wait list. The goal for 2011-2012 was changed to 653 by approval of DESE of our request in April 2011. The school will reduce to 610 students in 2012-2013.

LCCPS has successfully met this measure.

Affirmative Evidence: SIMS data as of October 1, 2011 showed that LCCPS was fully enrolled in 2011 with 653 students and maintained the enrollment through the school year 2011-2012. LCCPS brings in extra students in the fall, because of our number of students who move back and forth from their home countries. This gives us a stable population for the year. Following a lottery on March 7, 2012 the school is currently fully enrolled for 610 students at the start of school in August 2012, per the required reduction in enrollment.

As of June 30, 2012 there was a waiting list of 240 students.

Measure 3: The school will annually receive an unqualified audit with no material findings in the 2011-12 school year and thereafter; and if any material findings are cited in an audit before then, the school will address and correct the deficiency immediately.

We cannot meet this as our audit for 2011-2012 is not completed. Our audit will be filed Nov. 1, 2012.

Affirmative Evidence: In 2010-2011, our auditors reported “an unqualified opinion on the financial statements of LCCPS, which showed no significant deficiencies and no instances of noncompliance material to the financial statements were found.”

Goal 2: Families will be satisfied with the education their children receive at LCCPS.

Measurement of Success:

Measure 1: The average score for each item on the annual parent satisfaction survey will be 3.0 or higher (1-4 scale). A minimum of 100 families will return the survey.

LCCPS has successfully met this measure.

Affirmative Evidence: Our Strategic Planning survey was used in place of the annual survey. In addition to the question of overall satisfaction with the school, parents were asked to measure satisfaction of various aspects of the academic program. In every case, over 92% expressed strong agreement or agreement with the statements of satisfaction. One hundred seventy eight people replied to this survey.

As a DESE requirement, during the 2011-2012 school year, LCCPS participated in the Annual Performance Report (APR) indicator 8, parent involvement survey. DESE made the decision to collect their data for Indicator 8 via a web based parent survey. While this posed challenges for our parents who do not have access to technology, we had 16% of our total parent body participate in this survey, which included 25% of parents with special needs students and 14.5% of parents of students without

disabilities. Overall, our percent of parents reporting favorably that the school facilitates their involvement was 95.4% with 87.5% for parents of students with disabilities reporting favorably and 97.6% of parents of students in general education reporting favorably. LCCPS performed at or above the state average in the aggregate for every question answered on the survey. While there is room for improvement in some areas, we are confident that with the growing Parent Advisory Council and Special Education Parent Advisory Council that we will continue to make progress.

Measure 2: Each year, 80% of LCCPS students who finish the school year will re-enroll for the following academic year. This calculation will not include students moving out of the Lowell area or graduating.

LCCPS has successfully met this measure.

Affirmative Evidence: At the end of school year 2011-2012, there were 608 students eligible to enroll for the following academic year. As of June 30, 2012, there are 582 students who have re-enrolled for 2012-2013, or 86%.

Goal 3: The Board of Trustees will be a strong governing organization of LCCPS.

The Board of Trustees meets regularly, has formed functioning and effective committees and has remained steady throughout the year. The Board managed a transition from an EMO to an external partner, managed the Head of School and ensured continuity of leadership at the school through this change. It has performed its oversight functions thoughtfully and intentionally and is committed to the growth of the school.

Measurement of Success:

Measure 1: The Board of Trustees will maintain a membership that meets the requirements in its bylaws (a minimum of five members) and demonstrates a range of relevant areas of expertise. The original accountability plan called for nine members, but the Board of LCCPS revised the By-Laws during the year 2010-2011 and functioned on those expectations. Those By-Laws were approved by the CSO in May of 2012.

LCCPS has successfully met this measure.

Affirmative Evidence: There are currently nine board members, with one member in non-voting status as she is on an extended leave of absence due to a temporary work assignment.

Measure 2: The Board of Trustees will complete an annual evaluation of the school leader.

LCCPS has successfully met this measure.

Affirmative Evidence: The Board of Trustees completed the evaluation of the Head of School by designating the Governance Committee to perform the review and work with the HR department on the instrument. The Governance Committee reported the procedure and completion of the evaluation to the Board on October 27, 2011.

Measure 3: All Board Members will attend an average of 80% of monthly Board meetings.

LCCPS has successfully met this measure.

Affirmative Evidence: The average attendance of the Board of Trustees is 84%.

Measure 4: The Board will complete an annual self-assessment of its effectiveness and create an action plan to address areas of improvement.

LCCPS has successfully met this measure.

Affirmative Evidence: LCCPS worked with CCE to complete an extensive self-assessment in 2011-2012. This work will form the basis of priorities for Board training and development in the year to come. Focus groups, surveys and self-reflection were including in the preparation of the report. The findings of the report were presented to the board on June 19, 2012. A retreat addressing issues in the report and receiving training on areas determined to need attention was held in July.

Measure 5: One hundred percent of the members of the Board will contribute to the Friends of LCCPS.

LCCPS has successfully met this measure.

Affirmative Evidence: One hundred percent of the Board has contributed to the Friends of LCCPS or to the school fundraising events.

Goal 4: LCCPS will provide its students with a competent and consistent teaching staff.

Measurement of Success:

Measure 1: All teachers, paraprofessionals, and administrators will meet the requirements of NCLB.

LCCPS has successfully met this measure.

Affirmative Evidence: All new teachers at the school are expected to complete requirements by the end of the year to be HQT. We have hired many new teachers who meet reciprocity and have requested waivers for them. The school has assisted teachers to complete needed paperwork, take tests and be proactive for this requirement. All teachers whose assignments have changed are required to meet the HQT requirements for their new position within a year.

Measure 2: One hundred percent of all teachers will be formally evaluated annually using the internally approved evaluation process.

LCCPS has successfully met this measure.

Affirmative Evidence: All teachers were evaluated by the internally approved evaluation process. The current academic leadership team reviewed and revised the evaluation process. It includes a self-assessment, the setting of SMART goals and a review of the academic progress of students based on internal and external measures.

Measure 3: After the school year 2011-12, voluntary teacher turnover will be under 20% annually. This percentage will not include teachers who are not offered new contracts.

As LCCPS is still undergoing enrollment reduction, this measure is not yet applicable.

Affirmative Evidence: Twelve of fifty-one faculty voluntarily chose to leave LCCPS for another teaching position elsewhere. We are getting closer to our goal of twenty percent turnover rate, which we hope to achieve next year. The major reason for leaving was reported to be the long hours and long commutes that people were managing.

Goal 5: LCCPS will enhance its administrative systems and structures.

LCCPS is committed to providing smooth operations, clear procedures and policies. Administrative systems that were introduced in 2010 are continuing although some of them have taken a different form.

Measurement of Success:

Measure 1: By June 30, 2011, the school will adopt and implement at least three new administrative tools, structures, or processes that will enhance the availability of information with which the school is administered.

LCCPS successfully met this goal by June, 2011.

Affirmative Evidence:

- Administrative tools and structures that were added in 2010-2011 continue to be adapted and used by the leadership team. The leadership team is actively using forms and process that enhance the availability of information and smooth administration.
- Grade distribution worksheet for enrollment planning and management of a wait list is being used.
- Discipline report is shared monthly with the discipline team to review student data and needs.

Common School Performance Criteria

Policy Decisions:

- The Board approved terminating the relationship with RSS.
- The Board approved retaining the entire leadership team and bringing them back to the employment of LCCPS from RSS employee status.
- The Board approved a national search to find an EMO/ External Partner.
- The Board approved the scope of work and contract for CCE, the External Partner.
- The Board approved the decision to create a five year Strategic Plan.
- The Board approved the school calendar for 2012-2013.
- The Board approved charging \$1.00 a day per student for afterschool care.

The Board of Trustees and Head of School have implemented a structure to facilitate decision making which includes an executive summary of the issues, a set of questions to be considered and a system for delivering adequate information for a solid decision. The Board is making use of CCE to help determine norms and procedures to clarify decision making responsibility as well as defining roles and responsibilities.

Amendments to the Charter:

- The Board received approval of changes to the By Laws.
- The Board received approval of a request to contract with an External Partner rather than an EMO.

Complaints:

There was one written complaint received by the Board of Trustees from a parent. A parent whose child had exhibited self-destructive behavior thought that the requirement for an assessment of psychological readiness to return to school was a requirement for an assessment for an IEP. Once the terms were defined to the family, the complaint was moot. The Chair of the Board responded to the parent in writing.

The Board of Trustees received one written complaint from an employee concerning the decision to end the five year bonus. A written response was sent to the employee and the Head of School followed up on the concerns. The employee still works at the school and there do not seem to be any further issues.

Oversight:

The Academic Achievement committee met regularly with the Academic Leadership reviewing data on internal assessments, MCAS, MAP, DIBELS, etc. They reviewed performance and growth. They were informed on school plans for improvement and preparation. The Academic Leadership also presented information to the entire Board around issues such as Educator Evaluation, Special Education, ELL issues and hiring of additional staff.

The Finance Committee met monthly, reviewing financials, preparing the budget and providing oversight in the area of finances. They reviewed the audit and helped to interview for a new CFO as part of the search. The CFO and Head of School worked with the finance committee on facility, compensation and other operational issues during the year. The Head of School and CFO developed a budget and a capital plan, formulated financial priorities and plans for the coming year with the Leadership team. They then recommended that budget and plan to the Finance Committee, with participation by Dan French, CCE; discussions were held, additional information requested and provided and a budget was passed unanimously by the Board.

The Governance Committee managed the evaluation of the Head of School. The Committee created an instrument based on the MA Evaluation Rubric for Superintendents and Public Impact's Turnaround Leader Competencies. There was a self-assessment, a 360 degree review by Trustees and the Leadership Team (all department heads.) The Governance Committee also worked with CCE to create and conduct a self-evaluation for the Board. They have worked on a plan for recruitment and orientation of new trustees for the school.

Board Planning:

In March of 2012, CCE began the process of advising the Board of Trustees, meeting with the Board members and the leadership, laying out a scope of work and developing an understanding of the areas to be addressed, which include Academic Achievement, Coaching of the Head of School, Board self evaluation, Board development and the creation of a Strategic Plan. The first initiative was to complete a Board self evaluation and to create a Strategic Planning Committee and process. Both of these were completed in spring 2011-2012. Focus groups, surveys, interviews and intensive work with the Strategic Planning Committee have taken place. It is expected that the plan itself will be complete in fall of 2012. The Strategic Planning Committee is representative of faculty, leadership, Board and parent constituencies. It also included student focus groups. This planning process will include a thorough review of the school, its programs, vision, mission and aspirations and the creation of a five year strategic plan.

Family Engagement:

The surveys, feedback and information the school receives from parents indicate satisfaction and a sense of involvement. Through three parent conferences, seven major school events including the cultural celebrations, field trips, Parent Advisory Council and fundraising events, there is a great deal of commitment and energy. However, the percentage of parents involved is small and we are concerned with how to increase engagement on a deeper level and create a stronger link between teachers, administrators and parents. Nearly ninety percent of our parents attend parent conferences, and 60% come to our open houses. Nearly all recruitment is from parent outreach. On our TELL Mass survey it is clear that the school needs to look at parent engagement and expectations and work with teachers to clarify expectations and support a higher level of involvement and communication.

Safety:

LCCPS is well prepared for emergencies and has developed strong protocols for illness, injury, evacuation and other emergencies. The safety team is in communication with the Head of School and advises her on proactive, reactive and compliance measures that need to be followed. Hard lockdown practices, fire drills and reminders of safety practices are very important to us. These practices and follow up discussions create a calm sense of preparation for any situation. We have built strong relationships with the police and fire departments, which is also important to the school.

We were concerned this year with a small group of students whose bullying was damaging to other students. We felt that protection of the targets was our key concern and made it clear we would not tolerate the situation. We conducted our bullying survey again this year to emphasize its importance to us. We have also approved our concussion policy.

Employee Qualifications:

The HR department ensures that job descriptions are clear and posted for any hiring. Reference checks, CORI checks and follow up are detailed and accurate. The department also tested every paraprofessional this year to make certain that they meet current requirements. The school has been diligent in confirming all credentials of teachers hired before the new administration came on board, to ensure compliance. The HR department has also assisted teachers who need help with their credentials. HR has also worked to provide strong benefits and assistance to staff; including translations for staff and parents, and to support staff with medical or family emergencies.

Financial Oversight:

The Head of School and the Operations Manager review the financial reports of the school monthly. The Finance Committee meets monthly to review the reports before presenting them at the regular monthly meeting to the Board of Trustees. A rolling forecast is analyzed each month, to allow the school to be prepared for cash flow changes, the impact of various external factors and any unforeseen financial circumstances that arise. Working together, Leadership and the Finance committee faced the challenge of a \$300,000 loss of per pupil tuition reimbursement. It was agreed to use our cash on hand to absorb the loss, rather than cut needed student supports this year. We were able to finish the year in a positive cash position.

Recruitment, enrollment, and retention strategies for prior school year:

The school is adjusting to the reduction in enrollment over the past three years. In the summer of 2011, many families felt that they needed to remove their students in the fourth and fifth grades in order to get enrollment in the schools where their child will attend grade seven. In several families where the kindergarten student was not accepted due to lack of space at LCCPS, older siblings were removed from LCCPS in order to attend the same school as the kindergarten student. Sometimes the kindergarten or first grade student was removed to join the fifth, sixth or seventh grade sibling at a new school. We were able to fill openings and maintain a full enrollment throughout the year in spite of these issues, while maintaining our diverse population. Some families moved out of the Lowell area because they did not want their child attending middle school in specific schools in Lowell. LCCPS mirrors the district of Lowell and in some cases LCCPS has a higher percentage of students in the various at-risk categories than specific schools in Lowell or the district as a whole. Our strategies have been successful in meeting the goals of our school in terms of serving a comparable our population to the district, except that our white, non low income numbers are much lower than those of Lowell public schools district.

2011-12 Recruitment and Retention Plan

Implementation Report

Recruitment Plan – Report on Implementation			
Group	Strategy	Evidence of Implementation Provide evidence that each strategy was implemented as described in the 2011-12 plan.	Proposed strategy changes (if applicable) for SY12-13
Demographic Group: A. Special education students	LCCPS reaches out to Families through open houses and the use of flyers, local newspaper advertisements, as needed, that describe the Special Education services provided at the school. The Director of Student and Academic Support or designee will be available during open houses to answer parents' specific questions.	The school's Director of Student and Academic Support and staff attended Open House on December 20, 2011, January 17, 2012 and February 15, 2012. The staff members answered questions and communicated that we served students with a variety of needs. Twenty five parents were in attendance each night. LCCPS announcement flyer and brochure referenced special needs and percentage of our total population.	No need to change, this will be continued.
Demographic Group: B. Limited English-proficient students	LCCPS' will reach out to culturally diverse families for enrollment. Advertisements are translated in Khmer and Spanish and submitted to the local Khmer and Spanish newspapers. The notice will be broadcasted on the local Khmer radio station.	LCCPS has 48.5% with Limited English-Proficient status. Purchased advertisement space in local ethnic newspapers (Siglo21 and Khmer Post). Recruiting staff made appearance on public channel television (JIVIT TV), Radio (WJUL, WCAP) and referenced Limited English Proficient services at LCCPS. Staff attended community function at Puerto Rican Festival, Khmer Water Festival, and African Festival. Staff attended the informational session at the Community Teamwork Incorporated. Partnership with Cambodian Mutual Assistance Association (CMAA) Translation services in Spanish, Khmer, Swahili, Vietnamese and Portuguese, were provided during LCCPS open houses / tours.	No need to change, this will be continued.

Demographic Group: C. Students eligible for free lunch	In addition to the general recruitment activities, invitations to tour LCCPS will be advertised at the Lowell Adult Education Center Lowell, MA, Lowell Community Health Center Lowell, MA and Community Teamworks Incorporated at Lowell, MA. These organizations all support low income families in the Greater Lowell area.	LCCPS has 83.7% free and reduced lunch population. Flyers were posted and distributed at: Adult Education Center, Public Library, public assistance offices, Lowell Housing Authority, homeless shelters and pantry offices. Fee for afterschool was kept to \$1.00 a day specifically to reach out to low income families. Flyers specifically indicate services and programs that are helpful to low income families.	No need to change, this will be continued.
Demographic Group: D. Students eligible for reduced price lunch	The same strategies as listed for the students eligible for free lunch will be used to recruit students in this demographic group.	Flyers were posted and distributed at: Adult Education Center, Public Library, public assistance offices, Lowell Housing Authority, homeless shelters and pantry offices. Fee for afterschool was kept to \$1.00 a day specifically to reach out to low income families. Flyers are also posted at day care settings for working low income families.	No need to change, this will be continued.
Demographic Group: E. Students who are sub-proficient	Flyers will be sent to agencies that provide service to K-6 at risk students including: Youthbuild, Big Brother Big Sisters, tutoring centers, YWCA, YMCA, Lowell Housing Authority and other assistance organizations.	Flyers were posted and mailed to local non-profit organization: Big Brother Big Sisters, tutoring centers, Youthbuild, YWCA, YMCA, and Coalition for a Better Acre (CBA), Lowell Housing Authority and Mutual Assistance Associations in Greater Lowell area.	No need to change, this will be continued.
Demographic Group: F. Students at risk of dropping out of school	Use of strategies for all at risk students; in addition, promote awareness and understanding that we work with children with interrupted schooling.	All strategies above are used to reach this group. We do find that immigrant families include children whose schooling may be interrupted by travelling back and forth from other countries or time spent in a refugee camp. We reach out to them through our ELL services, immigrant service providers and	No change needed, strategies will be continued.
Demographic Group: G. Students who have dropped out of school	On occasion a family who has been in a refugee camp or in a country where there child has not gone to school will be in need of a school. We find them through local associations of immigrant families mostly through word of mouth.	Continued to build relationships with associations and local community groups. Sent flyers and speakers to their meetings. Provided welcoming environment to new immigrant students and students with interrupted schooling.	Need to send more speakers to association meetings.
Demographic Group(s): H. Other subgroups of students who should be targeted to eliminate the achievement gap	We will partner with a variety of community groups: African, Ghanaian, Liberian and Kenyan families, Khmer, Portuguese, African American and Hispanic groups as well.	Sent out flyers to private tutoring centers, KUMON, guidance counselors, local churches and temples. LCCPS purchased online ads, radio space, and sponsor mainstream community event advertisement. Advertised in the Lowell Sun (online version), the Dracut Dispatcher and the Lawrence Eagle Tribune.	Need to increase advertisement and sponsorship of events.

Student Retention Goal			
Goal for student retention (during SY2011-12) (%)		Actual student retention SY2011-12	
The retention rate will stay at 90% or higher.		The 2012 mobility rate was 96% at LCCPS. This is a higher rate than the percentage of the Lowell district schools which is at 90.3%	
Group	Goal/Strategy	Strategy implementation Provide evidence that each strategy was implemented as described in the 2011-12 plan.	Proposed strategy changes (if applicable) for SY12-13
A. Special Education	The Director of Student and Academic Support or designee will be available during open houses to answer parents' specific questions. Teachers, adjustment counselors, and behavior specialists, along with all Special Education service providers will build strong relationships with parents. There will be consistent communication with parents of students with Education needs to ensure that families feel comfortable.	Currently LCCPS has 14.2% of students with Special Education status. This mirrors Lowell Public School District. The Director of Student and Academic Support or designee assist parents during the open houses with questions. Teachers, adjustment counselors and behavior specialists, along with all Special Education service providers build strong relationships with parents. LCCPS consistently communicated with parents of students with Special Education needs. Written and verbal communications are in parents' languages and indicate services are available for students with special needs. LCCPS maintained a high rate of signed returned correspondence	No need to change, this will be continued. A Special Needs Pac will be more visible and active.
B. Limited English-Proficient students	Teachers at LCCPS are expected to attend the Category trainings. Understanding and accepting that with our high number of Limited English-Proficient students (LEPS) students, every teacher, paraprofessional and staff member must see the responsibility to connect with second language students and their parents.	Teachers at LCCPS were trained in the Category trainings. Staff and faculty connect with their students and parents. Communications to parents were in different languages. Monthly parents meetings were conducted in different languages as well. Parent conferences had translators present and translators are used for all IEP meeting and discipline meetings.	No need to change basic approach, however, part-time staff will be reaching out to parents in Spanish, Khmer and Swahili to build more of a connection.
C & D. Students eligible for free or reduced lunch	LCCPS is sensitive to supporting these families in their desire to meet school expectations, such as helping them get school supplies, uniform and gym shirts, as well as shoes, coats and mittens, etc.	LCCPS has a total of 87.3% of students who are eligible for free or reduced lunch, mirroring the district and higher than several Lowell Public Schools (LPS). LCCPS is proactive in assisting students and parents in obtaining help. LCCPS staffs assisted/referred parents with lunch applications, uniform, medical needs, school supplies, holiday meals and coat drives.	No need to change, this will be continued
E. Students who are sub-proficient	LCCPS offers afterschool care which	LCCPS provided an affordable afterschool care program which	No need to change, this will be continued.

	includes homework help and support for all students, including sub-proficient. Our athletic program includes a study hall, to ensure that sub-proficient students have the opportunity to build character and participate in sports, while still getting support with homework.	includes homework help for all students, including sub-proficient. A total of 300 students and families utilized this program on a daily basis. The athletic program (track and field, cross country, and volleyball) includes a study hall, which helps sub-proficient students to have the opportunity to build character and participate in sports, while still getting support with homework. In FY 2011-12, the school offered daily tutoring (in addition to the afterschool program) and Saturday classes for sub-proficient students in ELA and in Math on Saturday, March 10, 2012 and Saturday, May 5, 2012.	
F. Students at risk of dropping out	LCCPS is building a culture of engagement in learning. We connect with each student and seek to motivate them to attend college. All students who are at risk of dropping out are given counseling, support and attention.	Parents who are not supporting their student's school work are brought in for support and given assistance. There is quick attention to any family where gang involvement is suspected. Referrals to counseling, mental health support and attendance officers are made quickly. Informal mentors are given to students who are not engaged in school.	No need to change, this approach will be continued.
G. Students who have dropped out of school	LCCPS is building a culture of engagement in learning. We connect with each student and seek to motivate them to attend college. All students who are at risk of dropping out are given counseling, support and attention.	Parents who are not supporting their student's school work are brought in for support and given assistance. There is quick attention to any family where gang involvement is suspected. Referrals to counseling, mental health support and attendance officers are made quickly. Informal mentors are given to students who are not engaged in school. Students who arrive here who have dropped out of school previously receive extra support, encouragement and remediation.	No need to change, this approach will be continued.
H. Other subgroups of students who should be targeted to eliminate the achievement gap	Extra supports for students and families, the provision of a curriculum designed to fill in gaps of knowledge, information, skills and language and an appreciation of each student's uniqueness and capability are all part of our strategy to help eliminate the achievement gap.	At LCCPS, special attention to individual students who are not achieving proficiency, include the provision of ALPS, our program for advanced learners. Occasionally at risk students include students who learn differently by being advanced, but if they are bored they do not achieve school proficiency on testing etc. Our ALPS program, a Gifted and Talented program targets this group of students in an attempt to eliminate the achievement gap by engaging these students before they drop out or just don't try.	No need to change, this will be continued.

**Commonwealth of Massachusetts
Charter School Recruitment and Retention Plan
Lowell Community Charter Public School July 25, 2012**

I. Recruitment Plan for the 2012-13 school year

A. General Recruitment Activities	
List recruitment activities undertaken each year which apply to all students.	
Purchase advertisement in mainstream and ethnic newspapers (Lowell Sun, Lawrence Eagle Tribune, Dracut Dispatchers, Siglo 21, Khmer Post, Simply Local), radio stations (WCAP, WJUL) and guest appearance on local television shows.	
Purchase advertisement in community event program books, sponsor community events (festival, networks, and trainings), attending meetings in local churches, and community groups such as neighborhood groups (Back Central, Lower Highland, and the Acres).	
Post and send flyers/brochures in different languages at the following locations: Salon, churches, temples, supermarkets, laundromats, restaurants, government buildings, library, school, tutoring locations. Mail flyers/brochures to local business in the Greater Lowell areas.	
Purchase online advertisement in local newspapers. Keep our website updated with recruitment activities and available opportunities.	
Utilize our current parent list to generate new parents to LCCPS. Provide flyers to the current parents to share with their extended family, neighbors and friends.	
Provide flexible hours and additional daytime walking tour to potential families for following year.	
Provide informational meetings at three times, morning, late afternoon and evening to accommodate parents who work various shifts.	

B. Recruitment Plan – Goals and Strategies	
List goals and strategies for recruitment activities for <u>each</u> demographic group.	
<p>Demographic Group: A. Special Education students</p>	Starting in November LCCPS’ recruitment activities will include information sessions, open house, flyer promotions, television, and radio appearance. LCCPS will continue to reach out to families through the use of flyers, local newspaper advertisements and as needed, open houses describing the special education services provided at the school The Director of Student Academic Support will speak to the parents on subject of special needs.
<p>Demographic Group: B. Limited English-Proficient students</p>	Starting in November LCCPS’ recruitment activities will include information sessions, open house, flyer promotions, television, and radio appearance. LCCPS has been successful in attracting Limited English Proficient students. We will continue to reach out to culturally diverse families for enrollment. We will continue to purchase advertisement in newspapers and radio in different languages, and translate marketing materials into different languages.
<p>Demographic Group: C. Students eligible for free lunch</p>	Starting in November LCCPS’ recruitment activities will include information sessions, open house, flyer promotions, television, and radio appearance. In addition to general recruitment activities, brochures and flyers will be posted in government buildings, homeless shelter, food pantries, and public assistance offices.
<p>Demographic Group: D. Students eligible for reduced price lunch</p>	LCCPS will use the same strategies for the students who are eligible for free lunch. Additionally, translated flyers will sent to local mutual associations ,Lowell Housing Authority, Youthbuild, YWCA, YMCA, Coalition for a Better Acre (CBA), and Community Teamwork Inc.
<p>Demographic Group: E. Students who are sub-proficient</p>	Starting in November LCCPS’ recruitment activities will include information sessions, open house, flyer promotions, television, and radio appearance. In addition to mailing and posting of the translated flyers, parent liaisons will assist the recruitment effort by networking with the hard to reach community. Attend meeting at local churches, temples, and neighborhood groups throughout the City of Lowell.

<p>Demographic Group:</p> <p>F. Students at risk of dropping out of school</p>	<p>We have built a partnership with the transitional shelter for homeless families, who may have students who have been pulled out of school; we sent flyers letting people know about LCCPS. Our translation services and outreach to community associations of immigrant families and new residents informs them that children who may have had interruptions to schooling will be welcome here.</p>
<p>Demographic Group:</p> <p>G. Students who have dropped out of school</p>	<p>Continue to build relationships with associations and local community groups, letting people know we welcome students with interrupted schooling. Send flyers and speakers to their meetings and post publicly. Provide welcoming environment to new immigrant students and students with interrupted schooling.</p>
<p>Demographic Group(s):</p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>Provide services to parents and families of new immigrants, offering translation services, referrals for housing, child care, etc. make them feel welcomed. At LCCPS, highly capable students who are not achieving proficiency or engaging in school are offered the provision of ALPS, our program for advanced learners. We advertise the presence of a Gifted and Talented program in all of our flyers, presentations and brochures. Minority students have often been overlooked in gifted programs.</p>

II. Retention Plan

Overall Student Retention Goal	
<p>Annual goal for student retention (percentage):</p>	<p>The retention rate will stay at 90% or higher.</p>
Retention Plan Goals and Strategies -- List goals and strategies for retention activities for each of the target groups A through H	
<p>Demographic Group:</p> <p>A. Special Education Students</p>	<p>Constant communication to parents involving the special needs students. Continue to provide challenging curriculum for special needs students. Maintain programs that are inclusive to the population. The Director of Student and Academic Support or designee will remain available and accessible to answer parents' specific questions. Teachers, adjustment counselors and behavior specialists, along with all Special Education service providers continue to build and maintained a strong relationship with parents.</p>
<p>Demographic Group:</p> <p>C. Students eligible for free lunch</p>	<p>LCCPS is sensitive to supporting our students and their parents. Their needs are being met through some of our programs: Donated gently used uniforms, coats drive, and special holiday drives. Assisting with lunch application and translation. Referral to outside organization for support, such as housing, public assistant, and counseling.</p>
<p>Demographic Group:</p> <p>D. Students eligible for reduce price lunch</p>	<p>LCCPS is proactive in assisting our families with supports, ranging from filling out lunch forms, transportation applications, outside referrals; provide additional support in funding of uniforms, and acquiring coats and school supplies.</p>

Demographic Group: E. Students who are sub-proficient	LCCPS offers afterschool care which includes homework help and support for all students, including sub-proficient. Teachers meet with students during lunch hours and afterschool for extra help. Academic Leadership Team identifies students needing extra supports and works to arrange for that help. Parents receive information at conferences and in special meetings. Our athletic program includes a study hall, to ensure that sub-proficient students have the opportunity to build character and participate in sports, while still getting support with homework. Additionally there are workshops, Summer and Saturday classes for extra support for students.
Demographic Group: F. Students at risk of dropping out of school	Parents who are not supporting their student's school work are brought in for support and given assistance. There is quick attention to any family where gang involvement is suspected. Referrals to counseling, mental health support and attendance officers are made quickly. Informal mentors are given to students who are not engaged in school. Students who arrive here who have dropped out of school previously receive extra support, encouragement and remediation. LCCPS is especially attentive to families where schooling has been interrupted due to war, trauma or refugee situations, providing counseling, remediation and emotional support.
Demographic Group: G. Students who have dropped out of school	Parents who are not supporting their student's school work are brought in for support and given assistance. There is quick attention to any family where gang involvement is suspected. Referrals to counseling, mental health support and attendance officers are made quickly. Informal mentors are given to students who are not engaged in school. Students who arrive here who have dropped out of school previously receive extra support, encouragement and remediation. LCCPS is especially attentive to families where schooling has been interrupted due to war, trauma or refugee situations, providing counseling, remediation and emotional support.
Demographic Group (s): H. Other subgroups of students who should be targeted to eliminate the achievement gap	LCCPS is committed to keeping students who are at risk of school failure due to systemic and social pressures which are obstacles to their success. Extra supports for students and families and the provision of a curriculum designed to fill in gaps of knowledge, information, skills and language and an appreciation of each student's uniqueness and capability are all part of our strategy to help eliminate the achievement gap. At LCCPS, special attention to individual students who are not achieving proficiency, include the provision of ALPS, our program for advanced learners. Occasionally at risk students include students who learn differently by being advanced, but if they are bored they do not achieve school proficiency on testing etc. Our ALPS program, a Gifted and Talented program targets this group of students in an attempt to eliminate the achievement gap by engaging these students before they drop out or just don't try.

Dissemination and sharing of innovative practices

As a school in transition, we are focused on improving our practice and do not currently have the resources to disseminate or share our practice. We believe we need to wait until we have reached a higher level of performance. However, we did invite guests to two of our professional development opportunities and were joined by a delegation of four guests from Lowell Public Schools for our session with Ruby Payne; we were also joined by a group of educators from four other school districts to hear Rick LaVoie speak about Special Education. Carey Reeve, Achievement Specialist continues to work with the State to develop curriculum units, Jen Holbrook, Director of Student Academic and Support has been asked to share some of our strategies with other charter schools about our work with ELL and SPED programs. We were visited by the DESE representatives who manage MEPA accountability to observe our organization and implementation of on-line MEPA testing in a large school.

Financial Reports

- FY 12 financial statements and balance sheet, unaudited

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL 2012 INCOME STATEMENT COMPARATIVE VS BUDGET AS OF: JUNE 30, 2012 Unaudited				
INCOME:				
	2012 YEAR TO DATE			% OF
	ACTUAL	BUDGET	DELTA	BUDGET
TUITION	7,723,215	8,025,591	(302,376)	96.2%
GRANT INCOME	858,664	888,383	(29,719)	96.7%
OTHER FEDERAL INCOME	88,257	75,000	13,257	117.7%
FOOD PROGRAM	395,199	313,275	81,924	126.2%
MISC INCOME	102,456	99,795	2,661	102.7%
TOTAL INCOME	9,167,791	9,402,044	(234,253)	97.5%
EXPENSES:				
	ACTUAL	BUDGET	DELTA	BUDGET
SALARIES	5,189,027	5,079,228	109,799	102.2%
PAYROLL TAXES	215,598	223,500	(7,902)	96.5%
BENEFITS	759,441	765,000	(5,559)	99.3%
WORKERS COMP	42,944	45,000	(2,056)	95.4%
MANAGEMENT SERVICES	622,547	743,800	(121,253)	83.7%
FACILITY EXPENSE	1,062,507	1,047,000	15,507	101.5%
UTILITIES	109,732	90,000	19,732	121.9%
INFO & TECH MGMT	85,124	63,640	21,484	133.8%
SPED EXPENSES	49,321	42,000	7,321	117.4%
ACADEMIC PROGRAMS	637,516	613,243	24,273	104.0%
STAFF DEVELOPMENT	108,757	57,000	51,757	190.8%
ADMIN & OPS EXPENSE	260,989	300,000	(39,011)	87.0%
BANK CHARGES	1,376	1,000	376	137.6%
INSURANCE EXPENSE	22,728	40,000	(17,272)	56.8%
TOTAL EXPENSE	9,167,607	9,110,411	57,196	100.6%
SURPLUS(LOSS)	184	291,633	(291,449)	0.1%
OTHER INCOME / EXPENSES:				
	ACTUAL	BUDGET	DELTA	BUDGET
INTEREST INCOME	7,675	5,000	2,675	153.5%
MISC INCOME	0	0	0	0.0%
INTEREST EXPENSE	0	0	0	0.0%
DEPRECIATION EXP	290,720	275,000	15,720	105.7%
RESERVE			0	0.0%
TOTAL OTHER INC/EXP	(283,045)	(270,000)	(13,045)	104.8%
SURPLUS(LOSS)	(282,861)	21,633	(304,494)	-1307.5%

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL

ENDING BALANCE SHEET 6/30/2012

UNAUDITED

<i>ASSETS</i>	<i>LIABILITIES</i>
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<i>CURRENT ASSETS</i>	06/30/12	<i>CURRENT LIABILITIES</i>	06/30/12
CASH	2,047,700	ACCOUNTS PAYABLE	45,094
TUITION RECEIVABLE	0	NOTES PAYABLE - BANK- CPD	0
DEPOSIT RECEIVABLE	0	NOTES PAYABLE - BANK- LOC	0
LUNCH PROGRAM RECEIVABLE	31,091	PAYROLL TAXES PAYABLE	13,432
GRANTS RECEIVABLE	2,502	DEFERRED REVENUE	2,502
MEDICAID RECEIVABLE	0	ACCRUED EXPENSE	18,250
OTHER RECEIVABLE	5,803	PAYROLL PAYABLE	331,871
	=====		=====
TOTAL CURRENT ASSETS	2,087,096	TOTAL CURRENT LIABILITIES	411,149

<i>FIXED ASSETS</i>	06/30/12	<i>LONG TERM LIABILITIES</i>	06/30/12
BUILDING/LEASE IMPROVEMENTS	2,515,399	LONG TERM DEBT - NOCPD	0
COMPUTER EQUIPMENT	1,007,759		
TELEPHONE EQUIPMENT	41,236		
FURNITURE & FIXTURES	451,866		
ACCUMULATED DEPRECIATION	(3,026,825)		
	=====		=====
TOTAL FIXED ASSETS	989,435	TOTAL L/T LIABILITIES	0

<i>OTHER ASSETS</i>	06/30/12	<i>EQUITY</i>	06/30/12
PREPAID EXPENSES	25,729	BOARD RESTRICTED RE	0
PREPAID INSURANCE	16,036	CURRENT EARNINGS	(283,993)
PREPAID MANAGEMENT FEE	90,000	RETAINED EARNINGS	3,155,763
PREPAID CAM CHARGES	24,624		
LEASE DEPOSIT DEPOSITS	50,000		
	0		
	=====		=====
TOTAL OTHER ASSETS	206,389	TOTAL EQUITY	2,871,770

TOTAL ASSETS	3,282,919	TOTAL EQUITY & LIABILITIES	3,282,919
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- FY 13 approved school budget

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL 2013 BUDGET	
<i>INCOME:</i>	

	BUDGET
TUITION	7,695,150
GRANT INCOME	783,518
OTHER FEDERAL INCOME	75,000
FOOD PROGRAM	330,900
MISC INCOME	218,895
TOTAL INCOME	9,103,463

<i>EXPENSES:</i>	
	BUDGET
SALARIES	5,308,876
PAYROLL TAXES	237,381
BENEFITS	851,336
WORKERS COMP	29,400
MANAGEMENT SERVICES	100,000
FACILITY EXPENSE	1,115,244
UTILITIES	90,000
INFO & TECH MGMT	86,000
SPED EXPENSES	55,011
ACADEMIC PROGRAMS	704,412
STAFF DEVELOPMENT	26,230
ADMIN & OPS EXPENSE	232,129
BANK CHARGES	1,000
INSURANCE EXPENSE	25,000
TOTAL EXPENSE	8,862,019

SURPLUS(LOSS)	241,444
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<i>OTHER INCOME / EXPENSES:</i>	
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	BUDGET
INTEREST INCOME	8,000
MISC INCOME	0
INTEREST EXPENSE	0
DEPRECIATION EXP	150,000
RESERVE	75,000
TOTAL OTHER INC/EXP	(217,000)

SURPLUS(LOSS)	24,444
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Common School Performance Criteria- Capital Plan including possible ten year timeline (See Attachment A)

Data Section

INSTRUCTIONAL TIME:	
Total number of instructional days established in the school's charter or subsequent amendments	190
Total number of instructional days for the 2011-12 school year	190
First and last day of the 2011-12 school year	08/23/12-06/20/12
Length of school day (please note if schedule varies throughout the week or the year)	7.5 hours

STUDENT ENROLLMENT INFORMATION:	
Number of students who completed the 2010-11 school year but did not reenroll for the 2011-12 school year (excluding graduates)	126
Total number of students enrolled as of October 1, 2011	677
Total number of students who enrolled during the 2011-12 school year after October 1, 2011	6
Total number of students who left during the 2011-12 school year after October 1, 2011	34
Total number of students enrolled as of the June 30, 2012 SIMS submission	650
Number of students who graduated at the end of the 2011-12 school year	42
Number of students on the waitlist as of June 30, 2012	240

Reason for Departure	Number of Students
LCCPS did not track reasons for departures. We will begin tracking in writing next year. Reasons for departures annectdotally include: Moving out of town, Transfers to LPS or other public schools, issues with siblings regarding loss of upper grades and reduction of kindergarten, dissatisfaction with policies	149
Transfer to Charter or Public School	8
Transportation issues	1
Need for more appropriate placement	2

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2012 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	164	25.2%
Asian	167	25.7%
Hispanic	255	39.2%
Native American	1	0.2%
White	40	6.2%
Native Hawaiian, Pacific Islander	1	0.2%

Multi-race, non-Hispanic	22	3.4%
Special education	106	16.3%
Limited English proficient	315	48.5%
Low income	544	83.7%

ADMINISTRATIVE ROSTER FOR THE 2011-12 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Kathy Egmont	Head of School	06/28/2010	
Carey Reeve Hildebrant	Academic Achievement Specialist	08/01/2005	
Brian Campbell	Director of Finance & Operations	04/01/2009	December 13, 2011
Daniel Jette	Director of Finance & Operations	1/20/2012	
Randy Taylor	Assistant Head of School	11/01/2010	
Jennifer Holbrook	Director of Student And Academic Support	07/19/2010	
Elvira Paulino	Director of Human Resources And Diversity	05/01/2009	
Efrin Cotto	Behavior Specialist and Safety Officer, Director of Athletics	08/30/2000	
Jeff Portnoy	Informational Technology Director	06/01/2005	
Sonya Patton	Director of Extended Day & External Programs Manager	10/01/2010	
Deborah Motew	Registrar	07/11/2005	

TEACHERS AND STAFF ATTRITION FOR THE 2011-12 SCHOOL YEAR			
	Number as of the last day of the 2011-12 school year	Departures during the 2011-12 school year	Departures at the end of the school year
Teachers	51	7 departures included two teachers who left due to family moves out of state; one moved to another position; four teachers were not a good match for the school and were asked to leave	12 departures of teachers include: 2 not invited to return 2 positions eliminated due to Reduction in Force 8 teachers moving to other positions
Other Staff Support Admin. Facilities	23 19 5	6 departures included one administrator and five support staff who left for other positions or who	1 departure included another reduction in force of admin support

Food Service	3	moved out of state. 2 additional departures include admin positions that were eliminated due to a loss of revenue.	
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**Please note: In June 2012, the proposed by-laws were accepted by DESE. This allowed the Board of Trustees of LCCPS to put into place a new term structure. Although members joined before the terms were in place, the first set of terms will begin as of June 19th, 2012. The terms are staggered to provide for consistency and continuity.

BOARD MEMBERS FOR THE 2011-12 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Area of expertise and/or additional role at school (parent, staff member, etc.)	** see note above - Number of terms served - Length of each term, including date of election and expiration
Carol Keirstead	Chair	Chair of Governance Committee	Education Leadership & Administration	Start date 06/21/10 Term: 6/19/12-6/30/14
Justin Ducharme	Treasurer	Treasurer and Finance Committee	Banking, Finance and Business	Start date 10/27/11 Term: 6/19/12 – 6/30/13
Doeun Kol	<i>On Leave of Absence</i>	Finance Committee	Diversity and Lowell Community Leader	Start date 06/21/10 Term: 6/19/12 – 6/30/15
Kinara Yang	Secretary	Development	Medical research/ Lowell Community	Start date 07/20/10 Term: 06/19/12-6/30/13
Darcy Orellana	Member	Governance Committee	Higher Education and Diversity Expertise	Start date 06/21/10 Term: 6/19/12 – 6/30/13
Tyrone Mowatt	Vice-Chair	Finance Committee	Research Expertise, Finance and Business	Start date 07/20/10 Term: 6/19/12 – 6/30/14
Hung Mai	Member	Financial Committee	Business and Finance	Start date 10/27/11 Term: 6/19/12 – 6/30/15
Catherine Burdt	Member	Development	Education, Business and Lowell Community Leader	Start date 10/27/11 Term: 6/19/12 – 6/30/14
Stacie McDermott	Member	Financial Committee	Finance and Auditing	Start date 01/17/12 Term: 6/19/12 – 6/30/15

Attachment A

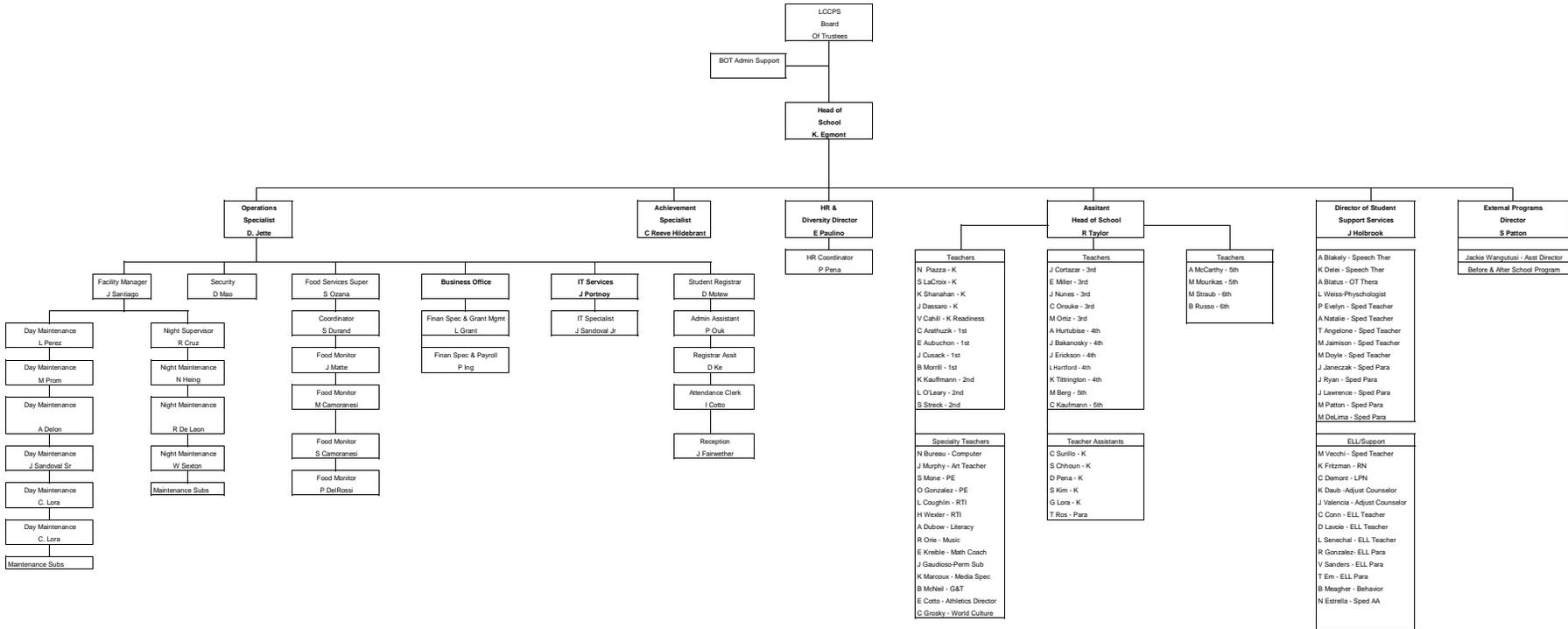
LOWELL COMMUNITY CHARTER PUBLIC SCHOOL							
FY 2013 - FY 2022 CAPITAL PLAN							

Current Facility	Year	Description	Status	Completion	Cost	Financing	Reserve Fund
Electrical Upgrades	2013	Continue to upgrade electrical grid of current facility.	On Going	2013	7,500	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
HVAC Upgrades	2013	Need to replace motors and wiring in 2 Compressors to cool 1/2 of the current facility.	On Going	2013	15,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
Purchase Existing Facility	2013	Work with current Owner to Purchase Existing Facility	On Going	2015	4-8 Million	Mass Development, Banks Current Lease Obligations easily support purchase of current Facility	To be established in FY 2013

New Facility	Year	Description	Status	Completion	Cost	Financing	Reserve Fund
Build/Renovate New Facility	2013	Find land or building within Lowell to build/renovate new facility	On Going	2015	10-20 Million	Mass Development, Banks Current Lease Obligations easily support purchase land and construction of facility	To be established in FY 2013

Technology	Year	Description	Status	Completion	Cost	Financing	Reserve Fund
New Servers	2013	Replace Aging Computer Servers (2)	On Going	2013	*8,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
New Servers	2015	Replace Aging Computer Servers (2)	On Going	2015	*6,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
New Servers	2018	Replace Aging Computer Servers (2)	On Going	2018	*4,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
New Servers	2021	Replace Aging Computer Servers (2)	On Going	2022	*4,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
Desk Top/Laptops	2013	Replace Aging Computer Desktop/Laptops (50)	On Going	2013	*10,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
Desk Top/Laptops	2015	Replace Aging Computer Desktop/Laptops (50)	On Going	2015	*10,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
Desk Top/Laptops	2018	Replace Aging Computer Desktop/Laptops (50)	On Going	2018	*10,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
Desk Top/Laptops	2021	Replace Aging Computer Desktop/Laptops (50)	On Going	2022	*10,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
Instructional Equipment	2013	Purchase additional Instructional Equipment (i.e. Smartboards) as new technology become available	On Going	2013	*15,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
Instructional Equipment	2015	Purchase additional Instructional Equipment (i.e. Smartboards) as new technology become available	On Going	2015	*15,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
Instructional Equipment	2018	Purchase additional Instructional Equipment (i.e. Smartboards) as new technology become available	On Going	2018	*15,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable
Instructional Equipment	2021	Purchase additional Instructional Equipment (i.e. Smartboards) as new technology become available	On Going	2022	*15,000	Use School's Annual Depreciation Expense and ERATE to fund	Not Applicable

* ERATE COULD BE USED TO REDUCE THIS COST



PROFESSIONAL DEVELOPMENT 2011-2012

On site programs

<u>Date(s)</u>	<u>Title and Content</u>	<u>Hours</u>
July 19, 21, 28	Summer Writing Curriculum Work	18
9-Aug	Summer Thematic Unit Work	6
15-Aug	Thematic Unit/Writing Curriculum Mtg	2
16-Aug	New Teacher Orientation	8
17-Aug	Communication and Overview/Core Values/Grade Level Teambuilding	3
18-Aug	Ken Pranksy - ELL	4
17-Aug	Foundations	3
18-Aug	Envision Math	8
15-Aug	SPED/ELL Overview	2
19-Aug	Mimio Training	2.5
15-Aug	Technology Training	1
17-Aug	Responsive Classroom	1
19-Aug	Data and Assessment - Fall Data	2
16-Aug	HR and Discipline Training	2
Sept 7 and 8	Sally Grimes K/1 Phonemic Awareness	14
9-Sep	Sally Grimes 4-6/ Foundations of Reading	7
Sept 15 and 16	Sally Grimes 2/3 Foundations of Reading	14
7-Sep	51-A Training	1.5
14-Sep	CST Training	1.5
22-Sep	Empowering Writers 2-6 - Narrative Writing	3.5 hours
5-Oct	DIBELS NEXT	1 hour
12-Oct	Grade Quick Training	1 hour
Oct 22 and 29	Category I Training	14 hours
19-Nov	Responsive Classroom	7 hours
15-Dec	Rick Lavoie - Motivation of Students	4 hours
19-Jan	Ruby Payne - Framework of Poverty	3 hours
25-Jan	MCAS Data Analysis	2 hours
27-Jan	Timothy Rasinski - fluency	6 hours

1-Feb	Common Core	1 hour
Feb 2 and 3	UbD Curriculum - Essential Questions and Understandings	12 hours
10-Feb	Timothy Rasinski - fluency	6 hours
Jan - May (Saturdays)	Category I, II, IV	46 hours
14-Mar-12	Sally Grimes - oral language development and phonemic awareness K-2	2.5 hours
14-Mar-12	MCAS Administration/Security training	1 hour

Off site programs (support services)

<u>Date(s)</u>	<u>Title and Content</u>	<u>Hours</u>
July 2011 - March 2012	Special Education Leadership Academy - New Special Education Leaders - DESE	75 PDP
Fall 2011	Non-Violent Crisis Intervention - Merrimack Special Education Collaborative	16 PDP
10/21/2011	iPad Training - MESPA	7 PDP
4-Nov-11	Co-Teaching: Classroom Partnerships for Student Success - Marilyn Friend	6 PDP
14-Feb-08	Teaching English Language Learners - Learning Disability of Second Language Acquisition	1 PDP
May 3-4, 2012	MATSOL Conference - Various	Various - up to 16
June 25 - 26, 2012	Teaming for Success: Co-Teaching - Lisa Dieker	11 PDP
August 6-7, 2012	Assessment of Dyslexia - Reading Institute	TBD
Summer 2012	Paraprofessionals in Inclusive Settings - DESE	67.5 PDP

LCCPS Family Survey



1. If you could change one thing to significantly improve/enhance your child's experience/success at Lowell Community Charter Public School, what would it be?

	Response Count
	87
answered question	87
skipped question	97

2. For the following statements, rate each one on the scale of Strongly Agree (4) to Strongly Disagree (1), or Don't Know. FAITHFULNESS TO CHARTER

	4 = Strongly Agree	3 = Agree	2 = Disagree	1 = Strongly Disagree	Don't Know	Response Count	
1. The school is fulfilling the mission outlined in the charter.	39.3% (66)	52.4% (88)	3.0% (5)	0.0% (0)	5.4% (9)	168	
2. The school offers opportunities for my child to learn about the Southeast Asian, Latino and African cultures.	47.1% (81)	47.7% (82)	2.3% (4)	0.6% (1)	2.3% (4)	172	
						answered question	175
						skipped question	9

3. GENERAL LCCPS EXPERIENCE

	4 = Strongly Agree	3 = Agree	2 = Disagree	1 = Strongly Disagree	Don't Know	Response Count
1. I feel welcome at LCCPS.	63.3% (112)	35.0% (62)	0.6% (1)	0.6% (1)	0.6% (1)	177
2. My child is safe at LCCPS.	54.2% (96)	42.9% (76)	2.3% (4)	0.6% (1)	0.0% (0)	177
3. My child's teacher(s) know my child and focus on him/her as an individual learner.	56.2% (100)	37.1% (66)	3.4% (6)	1.1% (2)	2.2% (4)	178
4. Staff at the school care about my child's progress.	51.1% (91)	44.4% (79)	1.7% (3)	0.0% (0)	2.8% (5)	178
5. The school (principal, teachers, staff) has high expectations for my child's academic achievement.	54.5% (96)	41.5% (73)	1.1% (2)	0.0% (0)	2.8% (5)	176
6. The school has high expectations for my child's behavior.	56.2% (100)	39.9% (71)	1.7% (3)	0.0% (0)	2.2% (4)	178
7. I am satisfied with the discipline policy.	43.8% (77)	47.2% (83)	4.0% (7)	1.7% (3)	3.4% (6)	176
8. I am likely to recommend this school to others.	62.1% (110)	28.2% (50)	4.5% (8)	0.0% (0)	5.1% (9)	177
9. People who work in the school's main office are friendly and welcoming.	61.8% (110)	33.1% (59)	2.8% (5)	0.6% (1)	1.7% (3)	178
10. I am satisfied with the uniform policy.	59.6% (106)	28.1% (50)	5.6% (10)	5.1% (9)	1.7% (3)	178
11. I am satisfied with the food service program.	32.8% (58)	46.3% (82)	14.7% (26)	4.0% (7)	2.3% (4)	177
12. The school building and grounds are well maintained.	33.7% (59)	46.9% (82)	13.7% (24)	1.7% (3)	4.0% (7)	175
13. I am satisfied with the quality of instruction that my child receives at the school.	48.0% (85)	48.0% (85)	2.8% (5)	0.0% (0)	1.1% (2)	177
14. The Head of School is accessible to parents.	43.8% (77)	39.2% (69)	7.4% (13)	0.6% (1)	9.1% (16)	176

15. LCCPS should offer grades 7 and 8, if possible.	71.8% (127)	15.8% (28)	5.1% (9)	1.7% (3)	5.6% (10)	177
16. I am satisfied with the overall performance of the school.	51.7% (91)	41.5% (73)	4.5% (8)	0.6% (1)	1.7% (3)	176
answered question						178
skipped question						6

4. ACADEMIC PROGRAM

	4 = Strongly Agree	3 = Agree	2 = Disagree	1 = Strongly Disagree	Don't Know	Response Count
1. I am satisfied with the school's academic program.	49.7% (87)	44.0% (77)	4.6% (8)	0.6% (1)	1.1% (2)	175
2. I am satisfied with the amount of instructional time in reading.	50.0% (88)	42.6% (75)	4.5% (8)	0.6% (1)	2.3% (4)	176
3. I am satisfied with the amount of instructional time in mathematics.	48.3% (84)	44.8% (78)	4.0% (7)	0.6% (1)	2.3% (4)	174
4. I am satisfied with my child's exposure to technology.	44.3% (78)	49.4% (87)	4.0% (7)	0.6% (1)	1.7% (3)	176
5. I am satisfied with the afterschool and extracurricular options at LCCPS.	48.6% (85)	36.0% (63)	4.0% (7)	0.6% (1)	10.9% (19)	175
6. LCCPS offers its students significant opportunities to learn about the Southeast Asian, Latino, and African cultures	46.9% (82)	40.6% (71)	4.6% (8)	0.6% (1)	7.4% (13)	175
7. The academic curriculum at LCCPS has a multicultural focus.	48.3% (85)	41.5% (73)	3.4% (6)	0.0% (0)	6.8% (12)	176
8. The academic curriculum at LCCPS is challenging and rigorous.	36.8% (64)	47.1% (82)	6.9% (12)	1.7% (3)	7.5% (13)	174
9. Instruction at LCCPS includes opportunities for engaging projects and hands-on learning.	44.0% (77)	47.4% (83)	2.3% (4)	0.6% (1)	5.7% (10)	175
10. Homework helps my child's learning.	55.7% (98)	38.6% (68)	3.4% (6)	0.6% (1)	1.7% (3)	176

answered question	176
skipped question	8

5. COMMUNICATION WITH FAMILIES

	4 = Strongly Agree	3 = Agree	2 = Disagree	1 = Strongly Disagree	Don't Know	Response Count
1. My child's teacher(s) communicates with me regularly about my child's progress.	55.9% (99)	40.1% (71)	3.4% (6)	0.6% (1)	0.0% (0)	177
2. The school contacts me when there is something good to report about my child.	37.9% (67)	36.7% (65)	16.4% (29)	4.5% (8)	4.5% (8)	177
3. A school staff member has communicated with me about discipline issues with my child.	36.4% (63)	41.6% (72)	6.9% (12)	7.5% (13)	7.5% (13)	173
4. The school has communicated ways for me to get involved in my child's education.	48.3% (85)	43.8% (77)	5.1% (9)	1.7% (3)	1.1% (2)	176
5. I am satisfied with the school's efforts to communicate with families.	49.7% (88)	42.4% (75)	6.2% (11)	0.6% (1)	1.1% (2)	177
6. My questions are responded to in a timely and friendly manner.	51.7% (90)	39.7% (69)	5.2% (9)	0.6% (1)	2.9% (5)	174
7. The school is communicates in a timely manner about important issues regarding my child.	50.6% (89)	40.3% (71)	5.7% (10)	0.6% (1)	2.8% (5)	176
8. I feel comfortable speaking to my child's teacher about something I disagree with.	59.5% (103)	35.3% (61)	3.5% (6)	1.2% (2)	0.6% (1)	173
answered question						177
skipped question						7

6. FAMILY INVOLVEMENT WITH LEARNING

	4 = Strongly Agree	3 = Agree	2 = Disagree	1 = Strongly Disagree	Don't Know	Response Count
1. I talk to my child about what s/he is learning and doing at school on most days.	64.6% (115)	35.4% (63)	0.0% (0)	0.0% (0)	0.0% (0)	178
2. I know how to support my child's learning.	58.8% (104)	38.4% (68)	2.3% (4)	0.0% (0)	0.6% (1)	177
3. I expect my child to graduate from college.	80.3% (143)	18.0% (32)	0.6% (1)	0.0% (0)	1.1% (2)	178
4. I need to help my child with homework more than once a week.	48.3% (85)	39.2% (69)	5.1% (9)	6.3% (11)	1.1% (2)	176
5. I read with my child daily.	40.7% (72)	48.0% (85)	7.9% (14)	2.8% (5)	0.6% (1)	177
					answered question	178
					skipped question	6

7. If you have more than one child, is it important to you that all of your children attend the same school together during grades K to 8?

		Response Percent	Response Count
Yes		64.3%	110
Somewhat important		11.1%	19
No		6.4%	11
I do not have more than one child.		18.1%	31
		answered question	171
		skipped question	13

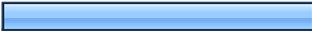
8. Does your child have a library card?

		Response Percent	Response Count
Yes		74.1%	126
No		25.9%	44
		answered question	170
		skipped question	14

9. Your child's reading

		Response Percent	Response Count
Does your child enjoy reading?		99.4%	170
Does your child read at home besides homework assignments?		97.1%	166
How often and for how long does your child usually read outside of school?		95.9%	164
		answered question	171
		skipped question	13

10. How would you like to be involved in the school and your child's learning?

		Response Percent	Response Count
Attending meetings		46.8%	74
Helping with Homework		71.5%	113
Volunteering in class		17.7%	28
Volunteering for field trips/special events		35.4%	56
Parent workshops		31.0%	49
Other (please specify)		5.7%	9
answered question			158
skipped question			26

11. What could the school do to help you participate in the above events?

	Response Count
	71
answered question	71
skipped question	113

12. For each of the following, indicate how important you think it is for LCCPS to work on this activity in the next 5 years as part of the 2012-2017 LCCPS Strategic Plan. Excellent Teaching

	Most Important	Important	Somewhat Important	Not very important	Not at all important	Response Count
1) LCCPS has a high quality, stable, diverse workforce with less than a 5% annual turnover	38.6% (66)	52.6% (90)	7.0% (12)	1.2% (2)	0.6% (1)	171
2) LCCPS Teachers can effectively teach students with many different needs such as children who need to learn English, children with disabilities, or children with different learning styles.	61.7% (108)	34.3% (60)	2.3% (4)	1.7% (3)	0.0% (0)	175
3) LCCPS teachers understand cultural differences and are effective at teaching students of all linguistic and cultural backgrounds.	56.0% (98)	39.4% (69)	3.4% (6)	0.6% (1)	0.6% (1)	175
answered question						177
skipped question						7

13. Supportive, Respectful School Climate that Engages Students, Teachers, Families

	Most Important	Important	Somewhat Important	Not very important	Not at all important	Response Count
1) LCCPS is able to reach out to help children and families with services (e.g., Family Services: homelessness, illness, unemployment or Student Supports: mentoring program, goal-setting for all students)	48.0% (83)	43.4% (75)	7.5% (13)	0.6% (1)	0.6% (1)	173
2) The school welcomes families and invites them to be engaged and involved in the school and in their children's learning in multiple ways (e.g., parent center)	52.6% (92)	45.1% (79)	1.7% (3)	0.0% (0)	0.6% (1)	175
3) LCCPS actively builds a school-wide culture of respect	58.7% (98)	37.1% (62)	3.6% (6)	0.0% (0)	0.6% (1)	167
answered question						175
skipped question						9

14. Enriching Curriculum that results in students performing at or above proficient levels in multiple assessments, including MCAS.

	Most Important	Important	Somewhat Important	Not very important	Not at all important	Response Count
1) LCCPS has a strong multicultural, academic curriculum, with 21st century skills embedded, which prepares students for college and career.	66.3% (116)	32.6% (57)	1.1% (2)	0.0% (0)	0.0% (0)	175
2) LCCPS promotes enriched learning opportunities for all students (during and after school, including arts, community activities, financial literacy, entrepreneurship, school completion, community service learning, field trips)	64.9% (113)	33.3% (58)	1.7% (3)	0.0% (0)	0.0% (0)	174
answered question						175
skipped question						9

15. State of the Art Technology and Facilities

	Most Important	Important	Somewhat Important	Not very important	Not at all important	Response Count
1) The school will continue to improve technology, for example increasing the ratio of computers to students, using technology to reach the world and expand students' horizons, posting all assignments online	57.9% (99)	37.4% (64)	4.7% (8)	0.0% (0)	0.0% (0)	171
2) LCCPS upgrades the facility, including gymnasium, playground, green space, auditorium, science labs, community garden	67.1% (114)	30.6% (52)	2.4% (4)	0.0% (0)	0.0% (0)	170
answered question						173
skipped question						11

16. Robust Networks and Partnerships

	Most Important	Important	Somewhat Important	Not very important	Not at all important	Response Count
1) LCCPS has multiple partnerships that bring resources and opportunities to the school (e.g. community groups, colleges)	50.6% (86)	43.5% (74)	5.3% (9)	0.0% (0)	0.6% (1)	170
2) LCCPS shares and learns best practices as a member of a network of like-minded schools	45.2% (76)	47.0% (79)	6.5% (11)	1.2% (2)	0.0% (0)	168
answered question						171
skipped question						13

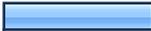
17. Stable School

	Most Important	Important	Somewhat Important	Not very important	Not at all important	Response Count
1) LCCPS returns to being a K-8 School	70.5% (122)	20.8% (36)	5.2% (9)	1.2% (2)	2.3% (4)	173
2) LCCPS is financially secure, with a strong development program	67.1% (112)	30.5% (51)	1.8% (3)	0.0% (0)	0.6% (1)	167
3) LCCPS has a stable, productive Board of Trustees	57.3% (98)	38.6% (66)	2.3% (4)	0.6% (1)	1.2% (2)	171
4) LCCPS has been released from conditions by the Department of Elementary and Secondary Education (DESE)	59.1% (97)	36.0% (59)	3.7% (6)	1.2% (2)	0.0% (0)	164
answered question						173
skipped question						11

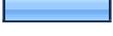
18. Is there anything else you would like to share about your overall experience, the academic program, or communication and family engagement activities at LCCPS?

	Response Count
	43
answered question	43
skipped question	141

19. What grade is your student in? (check off all that apply if you have children in more than one grade)

		Response Percent	Response Count
K		25.6%	45
1		22.2%	39
2		10.2%	18
3		26.1%	46
4		17.0%	30
5		14.2%	25
6		16.5%	29
	answered question		176
	skipped question		8

20. Including this school year, how many years has your child been at LCCPS? (If you have more than one child, select the number for your oldest child)

		Response Percent	Response Count
1		10.7%	19
2		21.5%	38
3		15.8%	28
4		15.8%	28
5		15.3%	27
6		10.2%	18
7		10.7%	19
answered question			177
skipped question			7

21. How do you identify yourself in terms of race/ethnicity? (check all that apply)

		Response Percent	Response Count
Hispanic or Latino/a		31.0%	54
White		12.1%	21
Black or African American		27.6%	48
Asian		29.3%	51
American Indian or Alaska Native		0.6%	1
Native Hawaiian or Other Pacific Islander		0.0%	0
Other (please specify)		8.6%	15
		answered question	174
		skipped question	10

22. What language(s) do you speak? (check all that apply)

		Response Percent	Response Count
English		85.8%	151
Khmer		22.2%	39
Spanish		25.0%	44
Portuguese		9.1%	16
French		2.8%	5
Vietnamese		2.8%	5
Swahili		3.4%	6
Twi		5.1%	9
Other (please specify)		8.5%	15
		answered question	176
		skipped question	8

- Massachusetts (52.41 % responded)
- District: Lowell Community Charter Public (81.48 % responded)

Time

Item	Question	% Agree	
		Lowell Community Charter Public	Massachusetts
Q2.1	Please rate how strongly you agree or disagree with the following statements about the use of time in your school.		
	a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	70.5	59.3
	b. Teachers have time available to collaborate with colleagues.	88.4	52.2
	c. Teachers are allowed to focus on educating students with minimal interruptions	79.1	63.9
	d. The non-instructional time provided for teachers in my school is sufficient.	74.4	55.7
	e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	76.7	55.3
	f. Teachers have sufficient instructional time to meet the needs of all students.	88.4	60.1
	g. Teachers are protected from duties that interfere with their essential role of educating students.	79.5	69.1

Facilities and Resources

Item	Question	% Agree	
		Lowell Community Charter Public	Massachusetts
Q3.1	Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.		
	a. Teachers have sufficient access to appropriate instructional materials.	90.9	71.4
	b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	93.2	63.7
	c. Teachers have access to reliable communication technology, including phones, faxes and email.	95.5	78.5
	d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	88.4	74.8
	e. Teachers have sufficient access to a broad range of professional support personnel.	93.2	69.8
	f. The school environment is clean and well maintained.	97.7	75.1
	g. Teachers have adequate space to work productively.	84.1	78.8
	h. The physical environment of classrooms in this school supports teaching and learning.	72.1	77.8
	i. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	88.6	64.9
	j. Teachers and staff work in a school that is environmentally healthy.	84.1	68.9

Community Support and Involvement

Item	Question	% Agree	
		Lowell Community Charter Public	Massachusetts
Q4.1	Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.		
	a. Parents/guardians are influential decision makers in this school.	64.9	70.9
	b. This school maintains clear, two-way communication with the community.	100.0	84.7
	c. This school does a good job of encouraging parent/guardian involvement.	97.7	86.1
	d. Teachers provide parents/guardians with useful information about student learning.	90.9	93.5
	e. Families help students achieve educational goals in this school.	38.5	62.8
	f. Parents/guardians know what is going on in this school.	78.9	74.8
	g. Parents/guardians support teachers, contributing to their success with students.	55.3	67.7
	h. Community members support teachers, contributing to their success with students.	78.9	68.4
	i. The community we serve is supportive of this school.	89.2	74.0

Managing Student Conduct

Item	Question	% Agree	
		Lowell Community Charter Public	Massachusetts
Q5.1	Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.		
	a. Students at this school understand expectations for their conduct.	97.7	81.3
	b. Students at this school follow rules of conduct.	88.4	69.3
	c. Policies and procedures about student conduct are clearly understood by the faculty.	86.0	76.0
	d. School administrators consistently enforce rules for student conduct.	85.7	62.6
	e. School administrators support teachers' efforts to maintain discipline in the classroom.	90.5	75.7
	f. Teachers consistently enforce rules for student conduct.	90.7	75.5
	g. The faculty work in a school environment that is safe.	97.7	91.3

Teacher Leadership

Item	Question	% Agree	
		Lowell Community Charter Public	Massachusetts
Q6.1	Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.		
	a. Teachers are recognized as educational experts.	79.1	77.1
	b. Teachers are trusted to make sound professional decisions about instruction.	69.0	79.4
	c. Teachers are relied upon to make decisions about educational issues.	81.4	75.3
	d. Teachers are encouraged to participate in school leadership roles.	92.7	82.0
	e. The faculty has an effective process for making group decisions to solve problems.	72.5	57.6
	f. In this school we take steps to solve problems.	97.4	72.6
	g. Teachers are effective leaders in this school.	76.2	77.6
Q6.5	Teachers have an appropriate level of influence on decision making in this school.	55.0	53.2

School Leadership

Item	Question	% Agree	
		Lowell Community Charter Public	Massachusetts
Q7.1	Please rate how strongly you agree or disagree with the following statements about school leadership in your school.		
	a. The faculty and leadership have a shared vision.	95.5	67.9
	b. There is an atmosphere of trust and mutual respect in this school.	73.8	63.5
	c. Teachers feel comfortable raising issues and concerns that are important to them.	64.3	64.4
	d. The school leadership consistently supports teachers.	78.6	67.2
	e. Teachers are held to high professional standards for delivering instruction.	97.6	90.8
	f. The school leadership facilitates using data to improve student learning.	97.7	87.2
	g. Teacher performance is assessed objectively.	83.8	81.1
	h. Teachers receive feedback that can help them improve teaching.	78.6	77.2
	i. The procedures for teacher evaluation are consistent.	67.5	76.4
	j. The school improvement team provides effective leadership at this school.	79.3	65.4
	k. The faculty are recognized for accomplishments.	88.4	71.8

Q7.3	The school leadership makes a sustained effort to address teacher concerns about:		
	a. Leadership issues	73.5	62.6
	b. Facilities and resources	95.1	73.9
	c. The use of time in my school	84.6	67.4
	d. Professional development	90.2	63.7
	e. Teacher leadership	91.2	69.9
	f. Community support and involvement	89.2	76.0
	g. Managing student conduct	90.7	69.4
	h. Instructional practices and support	95.0	78.7
	i. New teacher support	73.0	75.5

Professional Development

Item	Question	% Agree	
		Lowell Community Charter Public	Massachusetts
Q8.1	Please rate how strongly you agree or disagree with the following statements about professional development in your school.		
	a. Sufficient resources are available for professional development in my school.	97.6	54.9
	b. An appropriate amount of time is provided for professional development.	97.7	58.5
	c. Professional development offerings are data driven.	97.3	65.1
	d. Professional development opportunities are aligned with the school's improvement plan.	94.9	78.0
	e. Professional development is differentiated to meet the needs of individual teachers.	80.0	39.9
	f. Professional development deepens teachers' content knowledge.	87.5	56.0
	g. Teachers are encouraged to reflect on their own practice.	95.1	78.3
	h. In this school, follow up is provided from professional development.	73.2	48.3
	i. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	85.0	56.5
	j. Professional development is evaluated and results are communicated to teachers.	46.2	38.3
	k. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	100.0	64.6
	l. Professional development enhances teachers' abilities to improve student learning.	100.0	70.3

Instructional Practices and Support

Item	Question	% Agree	
		Lowell Community Charter Public	Massachusetts
Q9.1	Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.		
	a. State assessment data are available in time to impact instructional practices.	82.5	65.1
	b. Local assessment data are available in time to impact instructional practices.	92.3	79.3
	c. Teachers use assessment data to inform their instruction.	97.6	86.0
	d. Teachers work in professional learning communities to develop and align instructional practices.	90.7	70.1
	e. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	97.6	68.2
	f. Teachers are encouraged to try new things to improve instruction.	100.0	87.5
	g. Teachers are assigned classes that maximize their likelihood of success with students.	59.0	56.3
	h. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	69.8	72.1
	i. The faculty are committed to helping every student learn.	100.0	93.5
	j. The curriculum taught in this school is aligned with Common Core Standards	95.0	86.8
	k. The curriculum taught meets the needs of students.	85.4	80.0
	l. Social services are available to ensure that all students are ready to learn.	92.7	74.4

Overall

Item	Question	% Agree	
		Lowell Community Charter Public	Massachusetts
Q10.6	Overall, my school is a good place to work and learn.	92.7	82.6